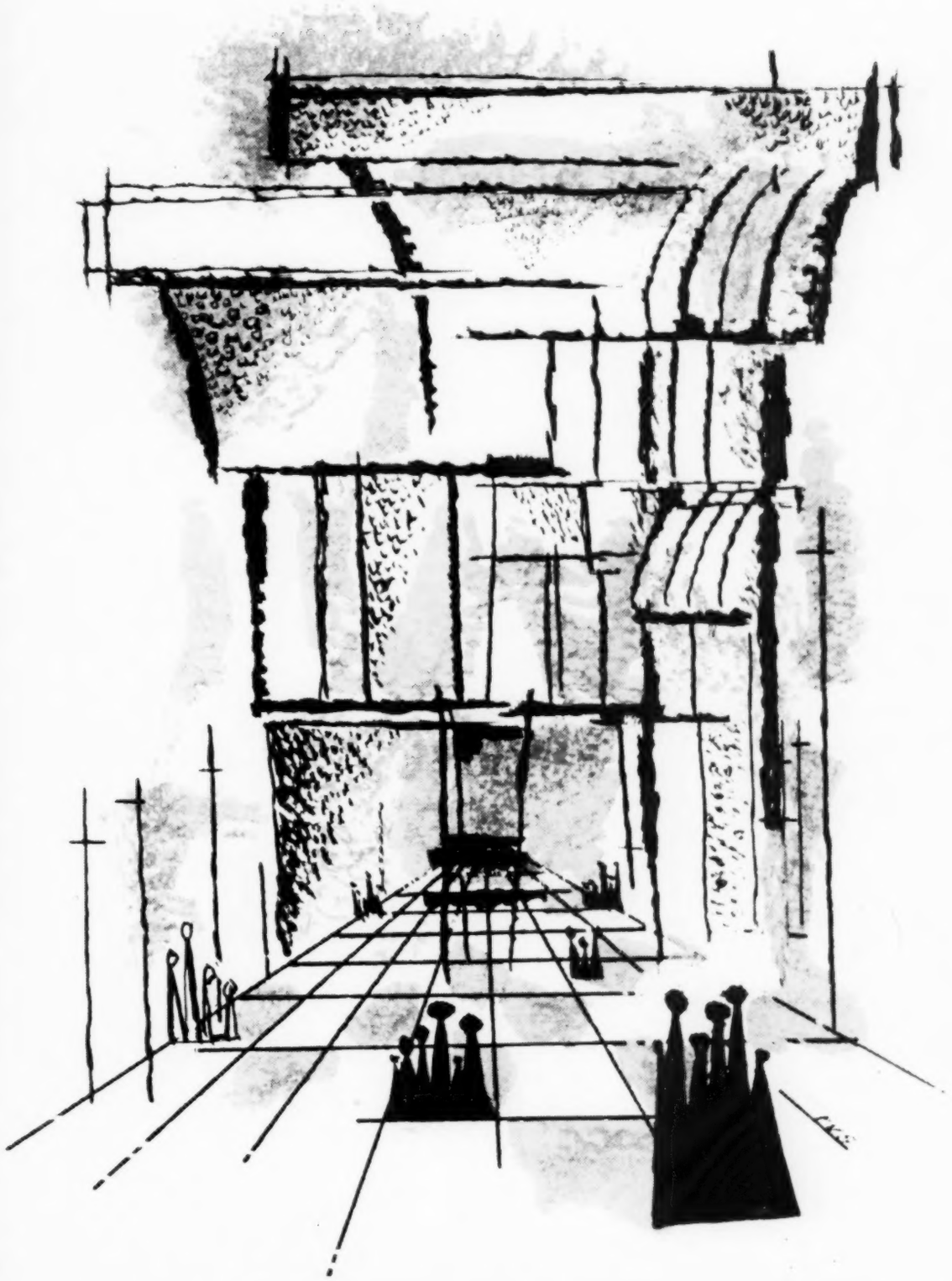

LUTHERAN EDUCATION

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THE NEW PAPACY

Photo by Harold M. Lambert

The Protestant Reformation did not begin as a revolt against the Roman papacy, but it ended that way. Martin Luther was left with no choice but to refuse to bow to an authoritarian force which robbed men of their freedom in Christ Jesus.

But since most desire either to be or to have a pope who tells others what to believe or to think, the papistic peril is an unending one. Each age has its forms of a papacy beyond that which has its center in Rome.

There is the papacy of thought control and domination which justifies itself on the grounds of group welfare and organizational peace.

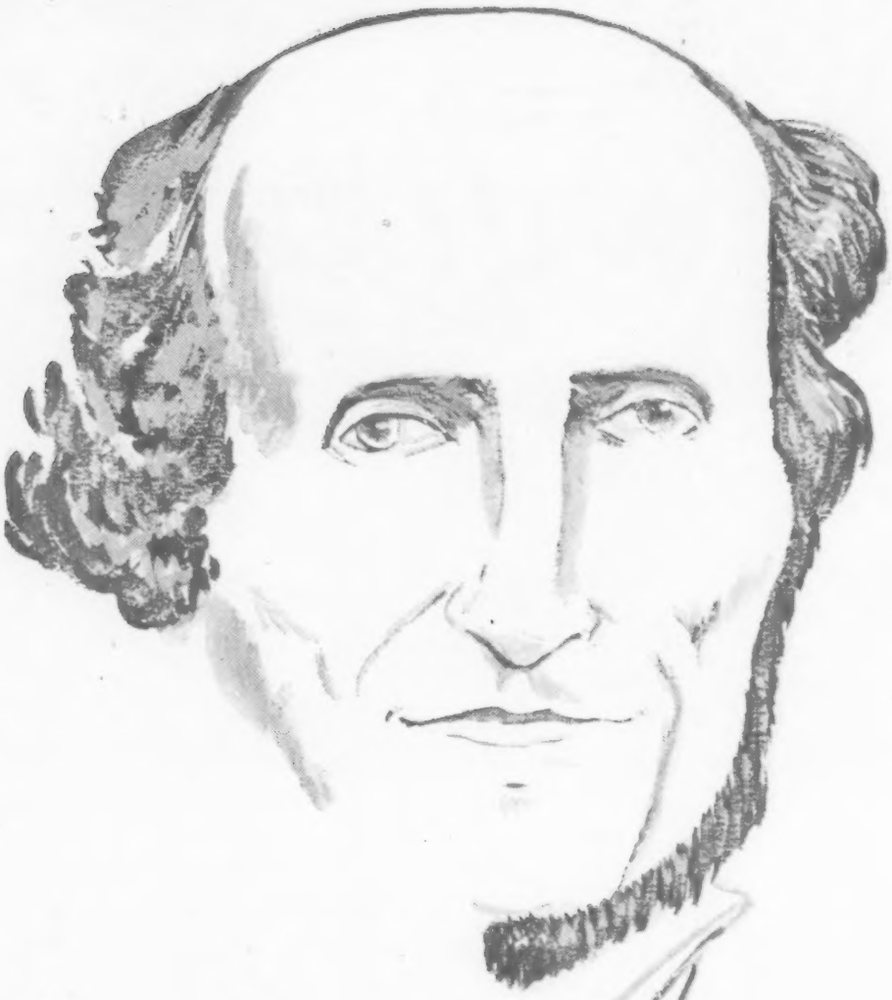
There is the papacy of social conformity brought about by an amorphous god known as society, which sets up fluid standards for the group and says, These are *our* mores!

There is the papacy of educational form which stresses individual differences, the worth of the individual, the rights of the individual, and then proceeds to set criteria for groups which will not permit individualized treatment.

One of the hardest things for the church of Jesus Christ to remember and to act upon is the simple fact that God loves all only because He loves each; that He singles out men, women, and children to be the singular objects of His saving grace and in Baptism names them heirs of His salvation; that He gives each a stewardship of specific talents; that He deals mercifully with each in His providential direction of their lives; and that He will finally judge each man according to his works, whether they be good or bad.

Men tend to lose sight of the individual. God cannot and does not. He loves and cares for His own with a specializing love.

MARTIN L. KOEHNEKE



Carl S. Meyer *

Under date of 18 January 1837 C. F. W. Walther noted in a journal: "This was my first visit to this class as pastor." On that day he had made an official inspection of the first class of the school in Braeunsdorf, Saxony, acting as school inspector by virtue of his office as pastor. Dutifully he gave a short address before listening to the recitations of Bible verses and the third chief part of the Catechism, reading, writing, arithmetic, and singing. Six days later he made his first visit to the second class of that school. During the month of February he visited each class twice. Other visits followed with some degree of regularity.[1]

* Carl S. Meyer, professor of historical theology and director of graduate studies at Concordia Seminary, St. Louis, is chairman of the Walther Sesquicentennial Committee.

Walther seems to have taken these duties very seriously. The degree of seriousness can be judged in a measure from the high praise he gave his brother-in-law, co-worker, and friend, J. F. Buenger, for his care in acting as superintendent and inspector of schools years later in the New World. In noting these professional activities and appraising them with professional know-how, Walther revealed himself as a skilled supervisor.

WALTHER AND CHRISTIAN ELEMENTARY EDUCATION

His description of the examination *(Schülprüfung)* in Braeunsdorf on 4 April 1837 and his appraisal of the pupils' accomplishments also show that the 26-year-old pastor had keen pedagogical insights.[2]

While in Braeunsdorf Walther worked for the introduction of a *Reader* not inimical to the Christian faith. The local patron of the church, Count Detlev von Einsiedel, presented the congregation with a goodly number of texts regarded as highly suitable by Walther.

These details from the early years of the professional career of Dr. C. F. W. Walther illustrate his interest in educational matters, an interest which he maintained during the 50 subsequent years of his activities. Thirty-seven of those years were spent as a professor and president of a theological seminary, yet it is as a theologian and churchman, not as an educator, that Walther is remembered. He is praised as the organizer of The Lutheran Church – Missouri Synod [3] and as the leader of a strong church body with a theological orientation. That church body, however, is well known for its system of

[1] "Protokoll über die von dem damaligen Lokalschulinspektor zu Braeunsdorf, Carl Ferdinand Wilhelm Walther daselbst gemachten Schulbesuche," typed excerpts made by Johannes Huebner, Ev. Luth. pastor of Hartenstein/Erzgebirge, from the original. Hereafter referred to as "Schulbesuch Protokoll."

[2] "Schulbesuch Protokoll."

[3] See, e. g., Ernst Kirschten, *Catfish and Crystal* (Garden City, N. Y.: Doubleday & Co., Inc., 1960), p. 131.

schools,[4] and Walther was an ardent promoter of that system. He believed that each congregation should maintain a parochial or parish school; he helped to guide and establish high schools under the auspices of local congregations; he furthered a system of schools for the training of professional personnel for the church. His day-by-day activities and his ecclesiological concerns were not infrequently pedagogical and educational as much as they were ecclesiastical and theological. However, it is his interest in Christian elementary education that this essay focuses on.

CHURCH AND SCHOOL

The emigration of the Lutherans from Saxony in 1838 resulted, in part, from their conviction that otherwise they could not transmit their orthodox Lutheran heritage to their children.[5] When they reached St. Louis and Perry County, Mo., they established schools. Their pastors, among whom Walther soon became a leading figure, furthered these schools.[6] In the sermon preached on the occasion of the 25th anniversary of the founding of the Missouri Synod, Walther coupled church and school as the agencies which had propagated the pure Word of God in her midst.[7] "Church and school" – they were virtually of equal importance to these Saxons both in their old fatherland and in their new home in the United States of America.

That Walther encouraged every orthodox congregation to maintain a Christian day school *(eine evangelisch-lutherische Kinderschule),* if possible, needs little documentation. His first thought, however, was for the children, as is evident from the Scripture passages he cited to substantiate his plea for such schools. He pointed to Matt. 18:10 ("See that you do not despise one of these little ones" RSV); Gen. 18:19 ("that he may charge his children and his household after him" RSV); Deut. 6:6, 7 ("you shall teach them diligently to your children" RSV); 2 Tim. 3:15 ("and how from childhood," etc., RSV), et al.[8]

The congregation's intent, Walther held, is that the Word of God have free course in its midst. The Christian day school should contribute toward that objective. To that end the congregation should call and engage an orthodox, pious, capable teacher. Here Walther does not expatiate on the adjectives except to say that the teacher is to be obligated to teach in conformity with the Word of God in the Old and New Testaments and with the Confessions of the Lutheran Church.[9]

[4] See the books cited by Nelson R. Burr, *A Critical Bibliography of Religion in America* in *Religion in American Life,* ed. James Ward Smith and A. Leland Jamison, IV, Part I (Princeton: Princeton University Press, 1961), 447, 448.

[5] Walter O. Forster, *Zion on the Mississippi* (St. Louis: Concordia Publishing House, 1953), p. 567, par. 2 of "Brief Outline of the Emigration Code"; Walther, *Lebenslauf Buengers,* p. 55; G. H. Loeber, "Die lutherische Lehranstalt zu Altenburg in Perry Co., Mo.," *Der Lutheraner,* I (26 July 1845), 93; J. F. Koestering, *Auswanderung der sächsischen Lutheraner im Jahre 1838 . . .* (St. Louis: A. Wiebusch u. Sohn, 1866), p. 11.

[6] C. F. W. Walther to W. Sihler, Saint Louis, 2 January 1845, *Briefe von C. F. W. Walther an seine Freunde, Synodalgenossen und Familienglieder,* ed. L. Fuerbringer (St. Louis: Concordia Publishing House, 1915), I, 8, 9. Hereafter cited as *Walthers Briefe.* Walther, *Lebenslauf Buengers,* p. 57 n.

[7] Idem, *Jubelfestpredigt, am 26. April 1872, als am Gedächtnisstage des fünfundzwanzigjährigen Bestehens der ev.-luth. Synode von Missouri, Ohio u. a. St., in der Dreieinigkeitskirche zu St. Louis* (St. Louis: Druckerei der Synode von Missouri, Ohio u. a. Staaten, 1872), p. 13. This pamphlet is in the Concordia Historical Institute (hereafter abbreviated as C. H. I.).

[8] Idem, *Die rechte Gestalt einer vom Staate unabhängigen Evangelisch-Lutherischen Ortsgemeinde,* 5th unaltered edition (St. Louis: Lutherischer Concordia-Verlag, 1895), p. 96, Ch. iii, Sec. B, par. 24; Wm. Dallmann, W. H. T. Dau, and Th. Engelder, ed. *Walther and the Church* (St. Louis: Concordia Publishing House, 1938), pp. 100, 101.

[9] Ibid.

He cited Luther to show that congregations should maintain schools (Luther's *Letter to the Councilmen* and *Sermon to Parents).* He did not hesitate to interject his own remarks in these citations to make Luther's point applicable to American conditions. "Here in America," Walther wrote, "where the congregations in this respect are in the place of the Lutheran government, some one might object: Of what business is that to a congregation?" [10] When Luther wrote: "Therefore I will here obligate the council and the government to have the greatest concern and diligence for the young folk," Walther added parenthetically after "council and government" the remark "in America the congregation." [11] It was simply a matter of superimposing his interpretation and application of Luther on the citation to show that a Lutheran congregation had the duty to maintain a Christian day school.

The first constitution of Walther's congregation, Trinity in St. Louis, made it an obligation of every member to support the school and the church according to his ability (par. 6) and gave the congregation itself the right to call teachers and pastors. (Par. 10)[12]

PASTOR AS SUPERVISOR

To Walther, therefore, the supervision of the schoolteacher was the responsibility of the pastor of the congregation. This he supported by quoting 1 John 2:13 ("I am writing to you, fathers, because you know Him who is from the beginning. I am writing to you, young men, because you have overcome the Evil One. I write to you, children, because you know the Father" RSV); Heb. 13:7 ("Remember your leaders, those who spoke to you the Word of God" RSV); and Acts 20:28 ("Take heed therefore unto yourselves and to all the flock, over which the Holy Ghost has made you overseers . . ." KJV).[13] The office of schoolteacher is a churchly office insofar as it is occupied with the Word of God, he taught; therefore a schoolteacher must be obligated to teach in conformity with the Word of God and the Confessions of the Lutheran Church. Luther taught this; he taught, too, that the pastor should exercise the supervisory office. Walther agreed with Luther.[14] Visits by the pastor in the classroom were of the utmost importance; so important that when a pastor arrived in a new charge he should make it a point to visit the school during the first days of the first week after his arrival.[15]

The relationship of the one office to the other would demand the exercise of supervisory functions on the part of the pastor, Walther declared. "The ministry is the highest office in the Church, from which, as its stem, all other offices of the Church issue."[16] Walther supported this proposition from the doctrine of the office of the keys and the overseership which is made part of the ministerial or episcopal office ("episcopal" here used in its etymological sense), in accord with 1 Tim. 3:1; 5:7; 1 Cor. 4:1; Titus 1:7; Heb. 13:17.

> The highest office is the ministry of preaching, with which all other offices are simultaneously conferred. There-

[10] Ibid., p. 98, n. 1.

[11] Ibid., p. 99, n. 1.

[12] "Gemeinde-Ordnung für die deutsche evangelisch-lutherische Gemeinde ungeänderter Augsburgischer Confession zu St. Louis, Mo., 1843," *Der Lutheraner,* VI (5 March 1850), 104, 105.

[13] Walther, *Rechte Gestalt,* pp. 96, 97, Ch. iii, Sec. B, par. 24; idem, *Americanisch-Lutherische Pastoraltheologie,* 5th ed. (St. Louis: Concordia Publishing House, 1906), pp. 390, 391, par. 49, n. 2.

[14] Idem, *Rechte Gestalt,* pp. 99—101, Ch. iii, Sec. B, par. 24, n. 2 and 3.

[15] Idem, *Pastoraltheologie,* pp. 73, 75, 76, par. 10, n. 4.

[16] *Walther and the Church,* p. 78; C. F. W. Walther, *Die Stimme unserer Kirche in der Frage von Kirche und Amt,* first ed. (Erlangen: C. A. Ph. Th. Blaesing, 1852), p. 385, Thesis VIII.

> fore every other public office in the Church is merely a part of the office of the ministry, or an auxiliary office, which is attached to the ministry of preaching. . . .[17]

There was no question in Walther's mind that the nature of the teaching office and its relation to the ministerial office required of a congregation that it should provide for the teachers of the young as it provides for its pastors.[18]

So, too, Walther taught that it was self-evident that a congregation would provide a schoolhouse.[19] He included, we may suppose, adequate equipment and suitable facilities for carrying out the functions of the school. He was not willing to see the state provide the building or in any other way subsidize the educational work of a Christian congregation.[20]

PAROCHIAL vs. PUBLIC SCHOOLS

What, then, were Walther's views on the role of the state in education and the relationship of public schools to church schools?

God appointed three orders, Walther believed: family, church, and state. The state, ordained of God, has authority in temporal affairs; it rules by means of the natural light of reason; its functions extend only over the temporal welfare of its citizens. Morality is the basis of this temporal welfare; hence the state cannot grant the right of citizenship to anyone who denies the fundamental principles of natural religion, the existence of the Deity, the demands of the Moral Law, and retribution after death. It is not the function of the state to provide for the eternal welfare of its citizens. In the strict sense of the term there cannot be a Christian state. A state, therefore, that proclaims religious freedom is not for that reason anti-Christian. Parents and the church have the obligation to provide for the elementary and religious instruction of their children, even though in America the churches and the parents neglect this duty. For this reason it is necessary that the state provide for the education of the children by maintaining a system of free or public schools. Christians will therefore willingly bear the burden of taxation to support these schools. It is a benign act of Providence when the reading of the Scriptures is permitted in the public schools and Lutherans will endeavor not to have the Bible banned from the public schools. Where Lutherans are politically in a position to make their influence felt they will try to obtain Christian teachers for the public schools, i. e., no atheists or immoral characters; they will see to it that the textbooks used in these schools do not contain anything contrary to natural religion or to the Christian religion; they will require that good discipline be maintained in these schools. However, Lutheran parents will not send their children to public schools before they have undergone the rite of confirmation, because true religious instruction cannot be imparted in the public schools and even the reading of Scripture is no substitute for a sound religious instruction.

The prayers said in the public schools may endanger the spiritual welfare of their children. The same may be true even of the instruction in history, geography, and other

[17] *Walther and the Church,* p. 79. Walther commended the "outstanding essay" by C. A. T. Selle on *Das Amt des Pastors als Schulaufseher,* which was published as a pamphlet. Walther, *Pastoraltheologie,* p. 391 n.

[18] *Walther and the Church,* p. 106; Walther, *Rechte Gestalt,* p. 157, Ch. iii, Sec. D, par. 33.

[19] *Walther and the Church,* p. 109; Walther, *Rechte Gestalt,* p. 168, Ch. iii, Sec. E, par. 41.

[20] [C. F. W.] W[alther], "Öffentliche Schulen," *Der Lutheraner,* XXVI (1 April 1870), 115. C. F. W. Walther to J. C. Lindemann, St. Louis, 8 April 1870, *Walthers Briefe,* II, 188f.

school subjects. False doctrine is prevalent in the textbooks used in the public schools; the discipline in these schools suffers because it is not correctly motivated. The companions with whom Lutheran children associate in these schools can easily mislead them. Indifference and apathy to Lutheranism may result from attendance at these schools. Neither parents nor congregations can justify sending children to public schools instead of church schools.[21]

These were Walther's views about the relationship of church schools to the public schools, and even though he himself did not formulate the propositions which stated these relationships, we know that he endorsed them.[22] He noted that the Methodists spoke about the need for church schools, an advantage which the Lutheran Church had for a long time.[23]

So important did he regard church schools that he believed that it was the duty of a pastor to teach these schools or to provide for a teacher. To do otherwise is to despise the children of the church.[24] Only in the most dire circumstances, however, ought congregations expect their pastors to teach school for more than ten years.[25] The future of the church belongs to the children. Walther wrote:

> May God preserve for our German Lutheran Church the treasure of her parochial schools! Humanly speaking, everything depends on that for the future of our church in America. As all church bodies in America have worked for their own dissolution from that time on when they permitted the state to care for the education of their children, so the most careful cultivation of our parochial schools is and remains, after the public ministry, the chief means for our preservation and our continuation.[26]

There can be no prosperity for the church without prosperity for the school, and no prosperity for the state without prosperity for the church.[27]

PASTOR AS TEACHER

Walther did not emphasize institutions as an end in themselves; growth in the knowledge of the truth was, to him, all-important. Christ gave gifts to the church, pastors and teachers, so that the members of the church might grow and develop, that their knowledge might be deepened, and that they might be protected against false teachings.[28] Those who

[21] [Hermann Fick], "Thesen über das rechte Verhältniss zu dem hiesigen Freischulwesen, besprochen auf der Versammlung des westlichen Districts der Synode von Missouri, Ohio u. a St.," *Der Lutheraner*, XXVI (15 August 1870), 188; see ibid., XXVI (15 July 1870), 173, for the statement that Fick was the author of the theses. *Proceedings*, Mo. Synod, Western District, 1870, pp. 73—76.

[22] Walther was present at the sessions of the Western District in which these theses were discussed and voiced no objections to them. Ibid., p. 21. See *Der Lutheraner*, XXVI (15 July 1870), 172, 173. The reporter specifically mentions the unanimity with which these theses were received. The discussion was completed in the following year. Ibid., XXVII (1 June 1871), 145, 146.

[23] [C. F. W.] W[alther], "Gemeindeschulen und kirchliche Hochschulen," ibid., XXVII (1 November 1870), 38.

[24] Idem, "Gemeindewochenschulen," ibid., XXVII (15 March 1871), 109.

[25] Idem, "Füllstein," ibid., XXVII (15 April 1871), 125, 126.

[26] Idem, "Gemeindeschulen," ibid., XXIX (15 February 1873), 76. Quoted also by F[ranz] P[ieper], "Kirchlich-Zeitgeschichtliches," *Lehre und Wehre*, LXVIII (May 1922), 157, with the addition of "and English" in brackets after "German."

[27] [C. F. W.] W[alther], "Ohne Gemeindeschulen kein Gedeihen der Kirche," *Der Lutheraner*, XXIX (1 June 1873), 133.

[28] C. F. W. W[alther], "Predigt zur Eröffnung der Synode von Missouri, etc., im Jahre 1867," ibid., XXIV (1 June 1868), 145—149. The text of the sermon was Eph. 4:11-14.

teach and preach, he emphasized, must continue in their progress toward Christian maturity.

> Children in knowledge do not belong in teaching positions but on the pupils' and hearers' benches. Shepherds and teachers should and must be men and fathers in Christ.[29]

Since Walther stressed the spiritual welfare of the children he emphasized the responsibilities of pastors toward the children of the congregation as well as toward the adults. He himself was ready to undertake the instruction of the confirmands immediately on assuming his duties as pastor of the Saxon congregation in St. Louis.[30] In order to further growth in Christian knowledge, he held a series of Catechism sermons in the early service on Sundays in 1841, his first year as pastor of the St. Louis congregation.[31] He conducted catechizations for the confirmed youth and repeatedly urged parents, particularly the fathers among the voting members of the congregation, to require their sons, the *jungen Burschen,* to participate.[32]

CONGREGATIONAL RESPONSIBILITY

A congregation had the obligation to remain true to the Augsburg Confession because, among other considerations, this confession had to be preserved for the sake of the children and the children's children of the church. A high and holy obligation lay upon Lutheran congregations to transmit it to coming generations. Particularly in this country, Walther pointed out, in which fanatical sects are rampant, it is necessary for fathers and mothers, pastors and teachers, to transmit this precious heritage to the rising generation.[33]

INDIVIDUAL RESPONSIBILITY

Parents, too, must look after the Christian training of their children. The royal priesthood of a believing wife and mother, he said, is demonstrated, for instance, not by her public preaching and teaching, but by teaching her children at home the fear of the Lord. (1 Tim. 5:4; 2 Tim. 1:5; 3:15) [34]

Fathers, mothers, sponsors, brothers, sisters, friends, and relatives of the newly confirmed, Walther admonished, should receive them (the newly confirmed) and be ready to strengthen them. To them the pastors and teachers were entrusting these newly confirmed as brothers and sisters.[35]

SCHOOL EXPANSION AND QUALITY

Because the elementary school played a key role in the program of a congregation, Trinity Congregation in St. Louis – even before those years that Walther was encumbered with his duties as President of Synod, as

[29] Ibid., p. 149.

[30] "Transcript of Minutes of Trinity Congregation, St. Louis, Mo.," typed ms., C. H. I., p. 51, minutes of 26 April 1841.

[31] Ibid., p. 65, minutes of 18 October 1841.

[32] Ibid., p. 276, minutes of 5 August 1844, No. 9; ibid., p. 289, minutes of 14 October 1844, No. 4; ibid., p. 181, minutes of 23 January 1843, No. 12.

[33] C. F. W. Walther, *Jubelfestpredigt, am 350. Gedächtnisstage der Augsburgischen Confession den 25. Juni 1880 in der Dreieinigkeitskirche der evang.-luth. Gemeinde zu St. Louis, Mo.* (St. Louis: Lutherischer Concordia-Verlag, 1880), pp. 14—16. Pamphlet in C. H. I.

[34] C. F. W. W[alther], *Das königliche Priesterthum einer gläubigen Christin:* Kürzlich dargestellt in der Dreieinigkeitskirche der deutschen evang.-luther. Gemeinde ungeänd. Augsb. Confession zu St. Louis, Mo., am Sarge der weiland Frau Henriette Charl. Rudolff, geb. Schmidt (1808—1856) (St. Louis: August Wiebusch u. Sohn, 1856), Part II, pages not numbered. Pamphlet in C. H. I.

[35] Carl Ferd. Wilh. Walther, *Amerikanisch-Lutherische Evangelien Postille:* Predigten über die evangelischen Pericopen der Sonntage und Hauptfeste des Kirchenjahrs (St. Louis: Druckerei und Stereotypie der Synode. von Missouri, Ohio u. a. St., 1882), pp. 144, 145. From a Palm Sunday, the Day of Confirmation, sermon.

theological professor, and as president of the seminary – was ready to expand its schools, locating them in the vicinity of its members. It resolved to establish a school, for instance, in St. Louis Gardens, although it later rescinded the resolution, only to act on it several years later.[36]

For this congregation the competence of the called teachers was a paramount consideration. After Flessa had been called and had accepted the call as teacher, he was given an examination *(eine Schul- und Kirchenprobe)* before he was installed. Walther himself set up the text for the catechization, it might be noted.[37] Ullrich, too, had to submit to such a *Probe*,[38] as did Roschke, although Walther had given him a high recommendation.[39]

SYNODICAL SUPERVISION

The training of teachers was one of the important functions which the Synod (of which Walther became the first President) had to carry out. The provisional constitution of the Synod drawn up in Fort Wayne in 1846 stated that one of the functions of the new church body was to be "the training of future pastors and schoolteachers for the service of the church" (Ch. IV, 7, and V, 9), and that another function was a concern that ministerial duties were carried out. Among these were the thorough indoctrination of the children *(Confirmationsunterricht)* and the introduction and continuation of Sunday-for-Sunday catechizations of the confirmed youth (Ch. IV, 11). Among the conditions under which congregations could join the new organization, one called for the providing of Christian education *(christlicher Schulunterricht)* by the congregation (Ch. II, 6).[40] Walther signed the document, which is *prima facie* evidence that he was in accord with these stipulations. As has been shown, the practice of the congregation he was pastor of was fully in harmony with these principles. Although we should like to believe that Walther was the prime instigator of these paragraphs, there is no direct evidence for such a statement.

WALTHER AND TEXTBOOKS

There is one other aspect of Walther's activities for Christian elementary education that must be pointed out. This is Walther's active participation in providing textbooks for Lutheran elementary schools. As a member of the St. Louis Pastoral Conference, Walther participated in the revision of J. C. Dietrich's Explanations of Luther's Small Catechism, ordered by the Synod.[41] He took over the instruction of ministerial students in catechetics after the death of A. F. Biewend, lecturing and dictating notes on Dietrich's Catechism.[42] After Synod had approved the manuscript copy of revisions in Dietrich made by the ministerium, it requested Walther to add more prooftexts.[43]

[36] "Transcript of Minutes of Trinity Congregation, St. Louis, Mo.," typed ms., C. H. I., p. 91, minutes of 21 March 1842, No. 5; ibid., p. 96, minutes of 31 March 1842, No. 8, for the rescinded motion; ibid., p. 295, minutes of 11 November 1844, No. 6, 8, 9; *Der Lutheraner,* I (14 December 1844), 32.

[37] "Transcript of Minutes of Trinity Congregation, St. Louis, Mo.," typed ms., C. H. I., p. 479, minutes of 22 November 1847, No. 2; ibid., p. 481, minutes of 29 November 1847, No. 2.

[38] Ibid., p. 505, minutes of 10 April 1848, No. 5.

[39] Ibid., p. 566, minutes of 23 October, No. 6; see ibid., No. 5 for Walther's statement; ibid., p. 567, minutes of 2 November 1848, No. 2 (the congregation was very satisfied with the manner in which Roschke had acquitted himself).

[40] "Synodalverfassung," *Der Lutheraner,* III (5 September 1846), 3, 4.

[41] *Proceedings,* Mo. Synod, 1854, p. 10.

[42] "Anmerkungen zu Dr. Conrad Dietrichs Katechismus von Prof. C. F. W. Walther nachgeschrieben von J. G. Walther, C. C., St. Louis, Mo., 1858—59," bound notebook, in C. H. I.

[43] *Proceedings,* Mo. Synod, 1857, p. 58. Walther lauded an English translation of Dietrich's Catechism published by Schulze and Gassmann of Columbus, Ohio. *Der Lutheraner,* XXVIII (15 April 1872), 112.

Some years later Walther served as a member of Synod's Committee on Textbooks.[44] The Missouri Synod was intent on producing her own textbooks for her own schools and called on Walther, among others, to serve on the committee to produce them. The meticulous, detailed labor of this 15-man committee in compiling German readers for the first and second level of instruction in a ten-day meeting during which 21 separate sessions were held was shared by him as Synod's President. Not only the materials to be included, some 250 selections, but the orthography and the make-up (format, paper, type, and illustrations) of the two textbooks were decided by this committee.[45] It is difficult to suppose that Walther was a silent member of this group; still more, that his words went unheeded. What his contributions were we do not know, nor can we speculate how extensive they might have been. Nevertheless his active participation in the work of such a committee must be noted to help form an adequate picture of him as a promoter of Christian elementary education. The committee met again in November 1876; only eight men were present for this meeting, Walther among them. It took up the task of preparing a third German reader, examining 474 selections.[46] Thus the churchman and theologian gave unstintingly to insure tools for the task of Christian elementary education.

IN MEMORIAM

The *Schulblatt,* forerunner of LUTHERAN EDUCATION, nowhere in its issues of 1887 mentions the death of C. F. W. Walther. It is fitting that, in commemoration of his 150th birthday, its successor should be the first journal to publish an extended essay on his concern for Christian education.

[44] *Proceedings,* Mo. Synod, Western District, 1868, p. 49; *Proceedings,* Mo. Synod, Eastern District, 1868, p. 26; *Proceedings,* Mo. Synod, 1869, pp. 97, 98; *Der Lutheraner,* XXXI (15 August 1875), 126.

[45] J. C. W. L[indemann], "Die Arbeit der Bücher-Commission in Addison," ibid., XXXI (15 November 1875), 174, 175. The committee met from 1 to 10 September 1875. Prof. A. Selle was chairman; Mueller of Pittsburgh was secretary. For a description of the *Second Reader* see *Evang.-Luth. Schulblatt,* XI (December 1876), 371, 372.

[46] T. J. G[rosse], "Die Büchercommission der Missouri-Synode," ibid., XI (December 1876), 365—371. A notice to meet from 28 December 1877 to 6 January 1878 in St. Louis, ibid., XII (July 1877), 219, was canceled, ibid., XII (December 1877), 382.

FITLY SPOKEN

— "Reading maketh a full man," wrote Bacon, but he should have added that what he reads will determine whether he will be full of wisdom or nonsense.

— When a pessimist is forced to admit that there *is* a silver lining, he claims it is tarnished.

— If at first you don't succeed, make sure you want to before you try again.

— When a youth begins to sow wild oats it's time for father to start the thrashing machine.

— If you have begun to accept things as they are, and quit trying to change them, you're growing old.

— He who is a good listener not only is popular everywhere, but sooner or later he is sure to learn something.

— We call those "agreeable" who agree with us!

— Handing out charity is a virtuous act, but there are situations where a swift kick in the pants would do the beneficiary more good.

PEN SWIPES

● Both the wise man and the fool make mistakes; the essential difference between them is that the wise man makes a different one each time, while the fool repeats.

● More than one person will agree with J. Edgar Hoover's belief that "The continuous diet of mayhem, murder, and violence served daily to our TV audiences constitutes a monumental insult to the genius that developed this medium of mass communication."

● Freedom rests, and always will, on individual responsibility, individual integrity, and individual effort, individual courage, and individual religious faith. It does not rest in Washington. It rests with you and me.
Personnel Journal

● When the old Roman Cato began to study Greek at the age of 80, a friend asked him why he was starting out on so large a task at such an advanced age. Cato answered that it was the youngest age he had left.

● One college president is reported as saying that the three most critical problems now for the modern college president are salaries for the professors, football for the alumni, and parking for the students.

● People don't always say what they mean. For example, a missionary speaking at a testimonial dinner before leaving for Africa said, "I thank you for your kind wishes, and I want you to know that when I am far away, surrounded by ugly, grinning savages, I shall immediately think of you."

● The reason experience is a good teacher is that the pupil can't cut classes. — *Changing Times*

● The only spanking many modern children get is the one from the doctor the moment they are born.

● For each student with a spark of genius, there are ten with ignition trouble.

● Some people are like steamboats: They toot loudest when they are in a fog.

● It is comforting to note that not even the best bowlers can throw strikes each time. Spares seem to be more frequent. Perhaps we should be encouraged to give many of our projects a second try.

● TEACHER: Where is the capital of the United States?
SMART PUPIL: All over Europe and South America.

● Two fathers were discussing the vexing problems of education. "What's your boy going to be when he finishes his education?" asked one. And the other replied gloomily: "An octogenarian, I think."

● Many a slow thinker gets an undeserved reputation for being "conservative."

● *Changing terminology:* What was formerly called individual differences is now "human variability."

● Analogies brighten the pages of any manuscript. Consider this passage: "If the present population of the world were represented by a single town of 5,000 population, 300 persons would represent the United States, and 4,700 would represent all others. But the 300 Americans would receive one half the income of the entire town; the other 4,700 persons would have to share the other half."

HELP FOR THE SOUTH PAW

Several years ago, when President Truman threw out the first pitch to begin a new baseball season, voices in the crowd exclaimed: "He's left-handed!" "He's a lefty!" "The President is a southpaw!" These comments seemed to indicate surprise that anyone who is left-handed could have become President. The bias of superstitious medieval people against left-handed people has, by and large, disappeared. Our more modern, rational attitude accepts variation from the accepted pattern and attempts to deal with it. In fact, there is a good chance that in every classroom a number of young people have learned

* Ralph L. Reinke

or will learn to write with their left hands. Whether or not they have been or will be taught to write this way depends upon the teacher's ability to adjust to the demands made upon him by left-handed people.

Dexter or Sinister?

Several surveys have been made to determine the frequency of left-handedness. An extensive survey of 250,000 Michigan pupils in 1947 reported that 10.1 per cent of first graders were left-handed as compared to 6.6 per cent of sixth graders. Dell reported that an analysis of the left-handed pupils revealed that 62 per cent of these were boys and 38 per cent were girls. The difference in the sexes was attributed in part to a lesser concern for conformity

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among boys. Without extending these studies, it is safe to conclude that the number of sinistrals (people who are left-handed) accounts for between 5 and 10 per cent of the population.

The average classroom will contain two or three children who are left-handed. These two or three children, taught most frequently by right-handed teachers, need special help and assistance if they are to learn to write and to develop this skill to a functional level.

Common Maladjustments

When special instruction is not given to the southpaw, maladjustments are made which decrease his capacity to write legibly, to write at a reasonable pace, or to write without experiencing considerable physical discomfort. Common maladjustments include the improper positioning of the paper in order to see what has been written. The utilization of a "hook" hand posture is another fault. The child adopts the "hook" position in order to keep from smearing ink and in order to help him see what he has been writing. A few very intelligent children have been known to turn their papers upside down in order to make it possible for them to write and to be able to see what they have written. Other maladjustments occur, but of greater concern to a teacher is assistance that can be given to the left-handed pupil and that will teach him to write comfortably and well.

Paper Position

Primary grade children using the manuscript style are taught to place papers on the desk so that their edges are parallel to the edges of the desk top. With the paper in this position the youngster writes with a vertical stroke. The stroke of the manuscript writing is then perpendicular to a line drawn through the shoulders. As he makes the transition from the manuscript to the cursive form in about the third grade, the pupil is taught to slant his paper to the left, or to have the sides of the paper parallel to his writing arm. The left-handed child should also be taught to place his paper parallel to his writing arm. The diagrams indicate the proper paper position for the right-handed and the left-handed child. Manuscript writing uses vertical lines, but in cursive writing, because of the position of the paper, the slant is either to the right or to the left. Thus the left-handed writer's slant often becomes a "backhand." Contrary to most popular opinions, the backhand or vertical is the best and most comfortable slant for the left-handed writing child.

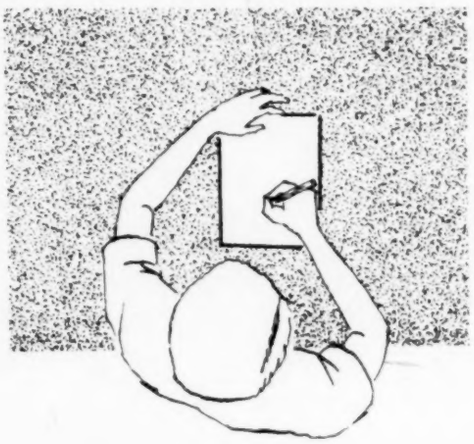


Diagram 1

Right-handed manuscript writing position.

Slant of Writing

The suggestion that the lefty be allowed to utilize the backhand slant poses a problem in finding models

which he may follow as he develops a cursive writing form. Unfortunately, this writer knows of no commercial materials which the pupil may follow to help him establish a pattern. Thus it becomes the responsibility of the teacher to produce a desk-sized model or alphabet for use by this child. This should be done after it has been established by experiment whether the backhand or the vertical is the more comfortable slant for the child.

Diagram 2
Right-handed cursive writing position.

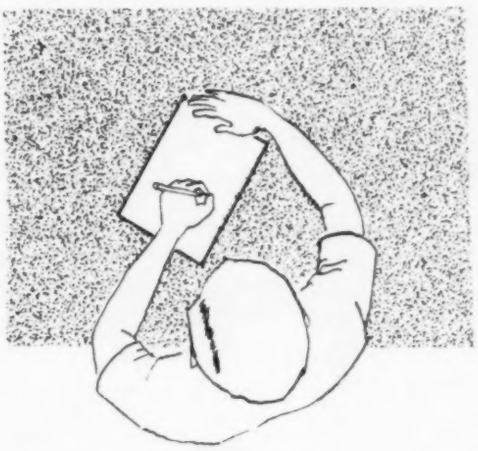


Diagram 3
Left-handed cursive writing position.

Writing Grip

Because of the left-to-right movement of our written language, right-handed people tend to move their hands away from what they have written. By contrast, the left-hander must move his hand over what he has written. This creates particular problems as left-handed children begin to write with ink or ball-point pen. Some of the problems can be eliminated by having left-handed children grasp the writing instruments a little farther away from the point, possibly as far as an inch or an inch and a half. In this way they will be able to see what they have written and will not be dragging their hands across the paper and smearing the writing. The writing instrument used by the left-handed child should be similar to that used by his right-handed counterpart, except that he should avoid hard-leaded pencils and sharp-pointed pens. The new ball-point pens, which require only a very slight point pressure and do not smear, are more desirable than the older models.

Seating

A fourth help relates to the position of the light source and the location and type of desk used by the left-handed child. Obviously, if armchairs are used, the special type designed for left-handers will also be used. In addition, one must be concerned about having the light come over the proper shoulder for left-handed children. It has been suggested by some that all left-handed children in a group be seated in one section of the classroom, but this has certain drawbacks from an emotional point of view.

Teacher Attitude

Perhaps more than anything else that can be done by the teacher to help the left-handed child is his care not to foster in left-handed children a feeling of inadequacy. This is particularly important among small children who have a great desire to conform and be alike. If teachers will treat children who write with their left hands in a normal manner, use such special assistance as is necessary, and take care not to draw particular attention to the different way these children write, much can be done to lessen the emotional strain that might be placed on a child because he is a sinistral.

Let dextrals be dextrals and let sinistrals be sinistrals, but let both learn to write. Better yet, if you are a conscientious teacher, *teach* both to write.

TV IN EDUCATION

The following principles may now be safely accepted as bases for the planning and use of television in education.

1. Television is an important instrument for teaching and learning at all levels: elementary, secondary, higher, and adult.

2. Television is a new medium of communication, not a new method of teaching and learning. It permits many variations in the teaching-and-learning process, but its effective use is based upon the same fundamental psychological principles which apply to all successful processes of learning. The attitudes of the learner and the results of teaching are as certain to be affected by the quality of instruction and its adaptation to the needs and motivations of the learner in televised as in conventional instruction.

3. Students can learn as well where television is used by the teacher as in the conventional classroom situation; frequently, they can learn better.

4. The proper use of television provides new incentives for students to assume more responsibility for learning.

5. Television is not a self-contained educational entity but an instrument which is significant only in the particular educational context it is employed in.

6. Optimum realization of television's potential can result only from integration of the teaching arts, the graphic arts, and the electronics communication process.

7. The use of television can improve the total program of instruction.

8. Effective television teaching demands more preparation and the assistance of more specialized personnel than does conventional instruction.

9. The successful use of television imposes responsibility for, and highlights the necessity of, co-operation among administrators, teachers, and other specialized personnel.

10. Television is such a versatile, dynamic, and new medium that its educational use not only encourages but demands a continuous appraisal of the ways it is or may be utilized.

11. Television provides new and better ways of relating the activities of pupils, teachers, and parents and making the community more aware of educational processes and needs.

12. Appreciation of the values of television as an educational medium increases in proportion to experience with its proper uses. – *North Central Association of Colleges and Secondary Schools* and *United States Department of Health, Education and Welfare, Office of Education.*

A MEMO FROM MO

October 1, 1961

Dear Christopher:

The printed page, especially if bound between substantial covers, breathes an authority all its own. Thus the reader is constantly tempted to accept the page at face value, to assume that because it's in print it must be true.

Such an assumption is, to say the least, dangerous. Even the most reliable of authors is bound by his own limitations, to which must be added those of his editors and publishers. These limitations can take many forms. They may involve an incomplete set of facts. Or they may involve an interpretation of facts twisted to meet the demands imposed by personal prejudices, public pressures, and the desire for quick economic, political, and other gains.

A good case in point may be found in almost any elementary or junior high school geography textbook dealing with the United States. After reading such a text, one is forced to conclude that the United States is the driest nation on earth — alcoholically speaking, that is. Apparently breweries, distilleries, and wineries have gone the way of the dodo.

Take Milwaukee, for example. While Schlitz may not be the sole cause of Milwaukee's fame, the fact remains that beer is a major element in the city's industrial picture. Any reliable encyclopedia will indicate as much. But not the elementary textbook. Thus a Ginn text reminds our youngsters that Milwaukee "is the largest city in Wisconsin, a busy industrial center with grain elevators, meat-packing plants, and factories especially noted for making heavy machinery." Similarly, an Iroquois author stresses that Milwaukee "is world-famous for its manufacture of heavy machinery. It also makes motor vehicles, steel and iron, knit goods, leather, and boots and shoes, and packs meats." All this, but no beer!

Peoria, Ill., does not fare any better. Peoria has some of the largest distilleries in the country and derives a considerable portion of its income from their operation. A Peoria Association of Commerce pamphlet puts it this way: "The principal industries are agriculture, *brewing, distilling,* manufacturing, mining, and transportation." But you'd never know it from reading Follett's text ("Peoria . . . is known for its tractors"), or from reading Ginn's (". . . such as the tractors made in Peoria . . ."; "Peoria is known for its road-building machinery and electric washing machines").

The list of misrepresented cities could be multiplied several times over, as could the publishers quoted. St. Louis, for example, apparently hasn't bottled a drop of beer in decades. Neither has Galveston, Tex.

But why this consistent omission of a significant industry? Is it because of space limitations? Hardly. After all, how much space do the terms "beer," "wine," or "whisky" consume? The answer lies elsewhere, namely, in the textbook publisher's concern not to offend a potential customer. For he knows that a prohibitionist-, temperance-, or abstinence-minded principal, superintendent, or school board will often decline the adoption and purchase of any textbook even so much as mentioning an alcoholic beverage.

And so the pressures of economic life work to distort the dependability of the printed page, in this instance by omission. Which suggests that teachers ought not depend too heavily on any one text, but that they rather allow their pupils to work from a variety of materials, always remembering that whenever the printed page is concerned, a suspicious mind is a healthy mind.

Doubtfully yours,

MO

THE CASE FOR INDUSTRIAL ARTS

John L. Dutton *

Much has been written about what some call the "scientific sixties." New devices, new foods, more leisure, and added comfort are all uniformly predicted by those who write of the future. All these advances can be traced primarily to one factor – the scientific and technological progress that is common to the modern world.

These advances and the comforts of the sixties do not come to us, however, without simultaneous challenges and responsibilities. One of the foremost challenges relates to education at all levels. A host of 1960–69 questions and problems are certain to arise. Our ability to find 1960–69 answers may well be, humanly speaking, the greatest determining factor of our future.

In the following pages is contained one approach to providing 1961 answers to the general problem of adapting educational practices to fit current needs and conditions. Elementary industrial arts are not 1961 inventions, but neither is the incandescent light bulb. Both of them will, however, provide teachers with 1961 answers to some old or new teaching problems if they are used properly.

What Is Elementary Industrial Arts?

Elementary industrial arts may best be understood if they are thought of as having content as well as method. The content of industrial arts revolves around the tools, materials, and processes that are common to modern industry and modern living. By using the tools and materials in an elementary industrial arts program, children are able to see and understand how a saw cuts, the differences between hardwood and softwood, the advantages of using a lever in performing work, etc. In short, they are brought into contact with the identical tools and materials upon which our society depends for its high standard of living. They are helped to realize that their world of 1961 has come to its present state through man's work and improvement on his tools, his processes, and the materials of nature.

Industrial arts is also a method of instruction at the elementary level. Arithmetic and number principles are given real meaning when the child cuts a board that is "6 inches long," picks out "5 nails," or cuts "½ inch" off a board to make a perfect fit. Words such as "twist," "handle," "hard," and countless others move from the realm of abstraction to that of reality in the child's mind when they arise and are used in connection with industrial arts activities. Foreign cultures, people of the past, and life in the future all become real and interesting to the child through the construction of items that belong to the specific people or age. If used intelligently and correctly, it seems safe to say that industrial arts activities can help the child gain a great deal more from almost every subject in the curriculum.

Industrial Arts in the Primary Curriculum

Primary teachers are usually concerned with industrial arts activities as a method of instruction, since the content of industrial arts is not well suited to this level. These activities are used for purposes of reducing abstractions, increasing motivation, and providing new experiences for children at all levels of intelligence.

This function of industrial arts in the curriculum has implications for the time and place of these activities. If they are to accomplish the above goals, it would be senseless to have a set time or set period during which the children engage in industrial arts. When this is done the activities do not grow out of other subjects; they become a chore and something to be forced into an al-

* Mr. Dutton is the instructor in industrial arts at the Long Island Lutheran High School in Brookville, N. Y. Formerly he was a graduate assistant in the industrial arts department at Ball State Teachers College, Muncie, Ind., where he developed a keen interest in industrial arts at the elementary level.

ready crowded time schedule. The primary-grade teacher should organize lessons so that when the time, interest, and opportunity present themselves the children will be able to work on various projects that are related to other content.

All the children should not necessarily work on industrial arts projects at one time, since this tends to move the activity from being meaningful to merely "making things." In one primary classroom it was decided to make terrariums, and it was required of every child to copy the teacher-made model. In terms of being educationally sound, this activity might be considered a waste of time, effort, materials, and classroom space. How much better would it have been for the children to make a variety of types of things for their science lessons and to profit from each other's experiences.

For the same reason it is best to have activities carried on in the regular classrooms and supervised by the regular teachers. This may come as a surprise to primary teachers and administrators, since the teachers may feel unqualified and administrators may disapprove of possible damage to fine furniture in the classroom. Teachers should find comfort in the fact that almost no skill with tools and materials is required, and certainly no more than can be obtained with a minimum of instruction from a "do-it-yourselfer." I am acquainted with teachers who successfully introduced industrial arts to their classes with only a box of tools, scraps from the lumber yard, and a half-hour of instruction in tool usage. They reported their experiences as being pleasant for both teachers and pupils, and were convinced of the educational value of such activities. Administrators may also rest easy, since the answer to their problem is found in the section on tools, materials, and facilities.

Arithmetic or number principles, words, and other abstractions can be made real and meaningful through industrial arts activities.

What to Do

Since the activities of elementary industrial arts are to *grow out of* the subject matter and children's interests in the respective classrooms, it would be utter folly to list specific projects to be made in primary classrooms. In many cases the children themselves will provide ideas for industrial arts activities, and the resourceful teacher will experience no difficulty in collecting a variety of items that will blend in with the activities of his specific classroom.

The activities or projects given below are provided for two reasons: (1) to give teachers some insight into the capabilities of primary children in regard to construction activities so that they will be able to guide their choice of activities; (2) to give the teacher some ideas as to what *might* be done, with the hope that they will stimulate additional thought on the matter.

Trucks, trains, boats, and airplanes of all kinds may be designed and made by primary-grade children. The

teacher should plan and discuss the various types of projects that are suited to child capabilities and that coincide with the topic under consideration. Teacher help may be required with some of the operations, such as cutting the bow of the boat shown below.

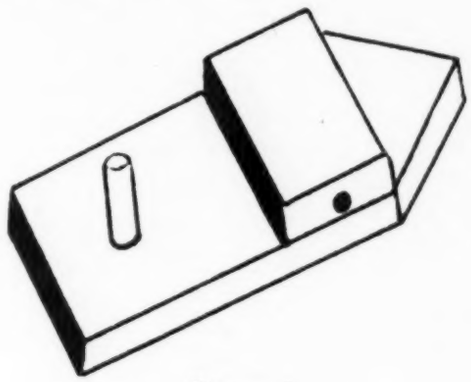


Figure 1

Science lessons provide many interesting and useful projects, such as building weather vanes, simple anemometers, bird feeders, bird houses, and the like. The bird feeder shown below is made from two metal-foil pie pans, a two-pound coffee can, and a piece of hanger wire — all materials that the children can bring from home.

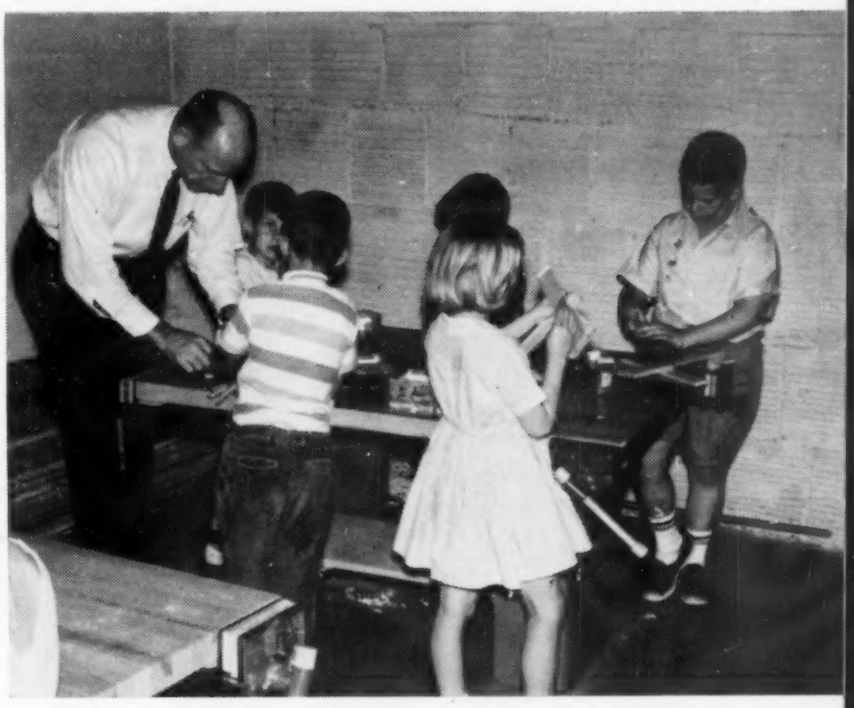
Model villages, dioramas, farm equipment, buildings, relief maps, and the like, may be constructed in connection with a primary-grade unit in the social studies. In connection with some of these projects it may be best for the children to work as a group, but this is not to say that the entire class is included in each activity. The rotation method is sometimes best, and the children take turns working on the various class projects.

Figure 2

Other items made by children in the primary grades include a launching pad for space ships, rhythm sticks for musical activities, large dominoes, counting sticks, wooden clocks, and thermometers for use in number or arithmetic work. Primary children may also weave small rugs for their houses, make paper, dye cloth, and make pottery from clay.

Tools

Only a small number of the basic hand tools are needed to begin an elementary industrial arts program. The tools should, however, be small enough so that primary children can use them successfully. The general rule in selecting tools for school pro-



Pupils in this group decided to make airplanes in connection with their social studies unit on transportation. Note the height of workbench in relation to the height of first grade students.

grams is to buy quality tools. The breakage, length of usefulness, and effort required to produce satisfactory results from cheap tools more than offsets the additional expense. Teachers who buy tools can obtain help from their local dealer or from the valuable book mentioned at the end of this article.

Materials

The selection of materials for elementary industrial arts depends on a variety of factors: cost, possible danger to children and their clothing, availability, and the ease with which they may be used. In general, a softwood, such as pine, is the best to use, since it is easy to work and is not expensive. Soft copper, yarn, tin cans, plastic, plywood, aluminum, clay, cardboard, and other similar materials may also be used. Crayons, shellac, water colors, rubber-base paint, and similar materials for finishing the projects are preferred to lacquers, oil-base paints, stains, or varnish. The latter group is prohibitive in terms of cost and tends to place children's clothing in jeopardy. A small number of other materials may be obtained when beginning an elementary industrial arts program, and this group may be enlarged as the program grows. Items in this category are sandpaper, dowel rods, nails, screws, glue, hooks, etc.

Storage

If the program is to function effectively, it will be necessary for these materials to be stored in an orderly matter in a place set aside for them. Elementary industrial arts can be a chaotic experience if this is not done. Storage facilities should be provided near the place where materials will be used, should be large enough to permit an orderly arrangement, and should be so situated that the children can obtain items when they are needed.

Facilities

It is advisable to have in the classroom a sturdy table or workbench that may be used for industrial arts activities. This table should be low enough so that the children can perform the various operations on it, and large enough so that a group of four to six children can work at the same time. Old library tables have served this purpose very well.

In order to prevent furniture damage in the classroom, it may be necessary to limit the industrial arts activities to this table exclusively. Of course, certain activities are suitable to other places in the classroom, but it is usually not advisable to mix good furniture, tools, and small children. Teachers who have used this plan indicate that it is a satisfactory solution to the problem of furniture damage.

The proper use of elementary industrial arts in the primary grades of Lutheran schools can help to give the children of 1961 an education that is suitable to 1961. Elementary industrial arts are not an absolute necessity for effective learning to take place, but the industrial arts are probably the most important human element in man's continuing struggle to survive and improve his living conditions. It would be well if our children were helped to understand and appreciate them.

Additional information on elementary industrial arts can be obtained from the following:

Gerbracht, Carl, and Robert J. Babcock. *Industrial Arts for Grades K-6.* Milwaukee: The Bruce Publishing Co., 1959. 160 pages.

MEET MPATI— AIRBORNE TELEVISION

Arthur L. Amt *

On May 15, 1961, a new venture in the educative process was launched "from space" via a converted DC-6 airplane, flying in a 10-mile circle, 4½ miles above northern Indiana. This plane beamed "canned" lessons to the schools within a 250-mile radius and with a potential viewing audience of five million pupils. In other words airborne ETV (educational television) made its debut on what can be considered a rather grand scale. Ten million dollars has been spent to launch the program, and an additional $5 million a year will be required to keep it going according to John E. Ivey, Jr., who has directed the project from its beginning.

The Midwest Program of Airborne Television Instruction – trademarked MPATI – will begin regular transmission of its full schedule of courses at various levels (elementary, secondary, and college) on two UHF channels,

* Arthur L. Amt is Superintendent of Christian Education of the Central District. He served in a similar capacity in the North Wisconsin District for ten years. Prior to being a superintendent he taught in Lutheran elementary schools for 17 years.

72 and 76, during the 1961–62 school year, sending out 24 lessons a day in various subject areas at 25- and 30-minute intervals. Already enough lessons to equal in length 500 feature-length Hollywood movies have been video-tape-recorded, and more are being produced daily by special teachers working in Chicago, Detroit, Philadelphia, Cincinnati, New York, and Lafayette. Some of the "nation's best teachers" have been selected on the basis of effectiveness in past TV teaching situations.

COST

The undertaking is financed by a grant of $7 million by the Ford Foundation, and it is supplemented by other industries, including R. C. A., Du Pont, U. S. Steel, for its first year of full-scale operation. Communities and schools, it is hoped, in the states of Indiana, Ohio, Kentucky, Illinois, Michigan, and Wisconsin, those being covered in whole or in part by MPATI, will assume the future financing of the program. Estimated on the basis of a receiving audience of two million pupils, the cost will be $2.50 per pupil a year.

Plagued by several delays in readying the twin planes needed for the pioneering venture, the program was aired during the closing weeks of the 1960–61 school year on a sample basis, to make it possible for schools to determine the type of receiving equipment necessary for the particular reception area in which they are located.

COVERAGE

In contrast to ground-based transmitters, which have a range of only 25 miles, a "flying classroom" transmitter can reach audiences over a 250-mile radius. This indicates one advantage of airborne over against earthbound TV. It is estimated that a few dozen planes could cover the entire U. S. with educational programs to supplement limited or inadequate educational offerings in many small schools.

PURPOSE

While enriching the content of some school programs, ETV offers an additional bonus. It upgrades and improves the teaching techniques of classroom teachers who have the opportunity to observe "master teachers" in action.

Although there were no "rave notices," sample telecasts were generally well received. Comments ranged from: "No better than an ordinary teacher could do" to "Very much worthwhile; provided something which we couldn't begin to do ourselves."

The "picture" received on most screens was not considered to be of a quality comparable to that being received in homes located in cities reasonably near transmitters. MPATI technicians have promised that power output would be increased and that some technical "bugs" would be eliminated by the time regular telecasts are started in September of 1961.

PARTICIPATION

Although no comprehensive survey of participation by Lutheran schools has been made to date, it is known that many plan to make use of the telecasts. One school has installed four receivers. Twenty-seven-inch receivers with front speakers, mounted on elevated stands 60 inches high, together with adequate antennas and all necessary servicing, have been placed in three Fort Wayne Lutheran schools by the Magnavox Corporation of Fort Wayne.

Teacher conferences in various parts of the Central District have included ETV topics on their programs for the past year, drawing on educational consultants being offered by MPATI for such "pre-service training." Similar programs have been reported by other synodical Districts in the MPATI area.

The Central District Office of Education has installed a TV receiver in order to monitor program offerings, with a view to appraising their appropriateness and value for Lutheran schools.

EVALUATION

The first day's offering in the field of science (a lesson on insects) provided the statement that "although there are more than 600,000 types of insects, far outnumbering the vertebrates, including man, yet there is a great difference between man and the insects." While this is quite obvious to everyone, it is encouraging to note that man is not being reduced to the same level as any or all other types of animal life. No reference to God was noted, and none is expected in the future. Nor is such reference to be found in current educational texts or films being used in Lutheran schools.

It is assumed that Christian teachers will provide appropriate Christian, religious, and Biblical orientation regarding these "secular" tools and so make them usable in Lutheran schools, unless statements and presentations are made by the TV teachers which constitute unchristian or anti-Biblical instruction.

It is certainly hoped that no such fault will be found, so that these many fine offerings can be used. They were produced by expert teachers who had available the resources of curricular experts and an amount up to $50 a lesson for visual aids, materials, and "gimmicks" in the preparation of their offerings.

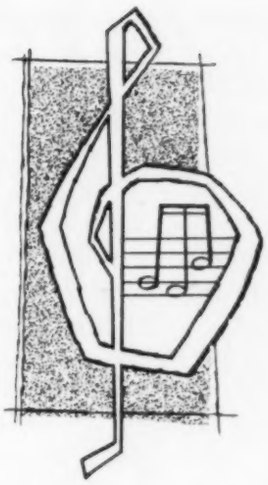
MPATI and other educational issues, projects, and surveys have made front page news during recent months. Education seems to be on the threshold of a new era. May it serve directly or indirectly to glorify the name of the Savior Jesus Christ and for the strengthening of His kingdom.

Quantity of education will not save our freedom for us. It is the quality, the substance of education, with which we need to concern ourselves.

It is precisely at this point that we need to turn to religion. Religion teaches men how to use the truth. Religion provides men with motivation and with goals. Without these being what they should be all the education in the world cannot build a better society.

Motivation and goals! This is the part of education with which Christianity is concerned. An education whose purpose is merely to train men adept at turning out more and better instruments of destruction is not an education worthy of the name. Education in the true sense of the word means developing the whole man — body, mind, and spirit. Unless education puts a right spirit within man it fails at the most crucial point. Men whose minds are full of factual information and void of moral principles can do far more harm than good. — Rev. Norman S. Ream, "Christianity and Education," *Christian Economics*

JOYFULLY SING



Victor G. Hildner *

Joyfully Sing, the title of Book One in the new Concordia Music Education Series, is an invitation to every teacher of primary grades in the Lutheran Church to make a new beginning in the daily task of teaching the children of their schools to "sing unto the Lord."

CONTENT

The general content of *Joyfully Sing* has been selected to meet the needs of children in kindergarten, grade one, and grade two. The present volume is intended for use only by the teachers of these grades. It is hoped that a reading readiness book for children will soon be prepared whose contents will be drawn from *Joyfully Sing*.

In general, all of the material in *Joyfully Sing* can be used for any *rote* learning which would take place in kindergarten, grades one, two, three, and four. The specific intent of the book, however, is to provide a basal course of instruction in singing, instruments, rhythm, creative activity, listening, and reading readiness for kindergarten through grade two. A complete program of hymns and sacred songs for the children of these grades is an integral part of the book.

PREFACE

A brief but important summary of the philosophy of Lutheran music education and of the methodology to be used in teaching *Joyfully Sing* introduces the volume. There are two reasons for including this material.

When *Joyfully Sing* is used as a text in the music education courses at the collegiate level, it will not be necessary to require the students to purchase a second volume detailing music education philosophies and methods. Furthermore, it is hoped that the experienced teacher will begin using this

* Victor G. Hildner, associate professor of music, Concordia Teachers College, River Forest, is chairman of the editorial Committee of the Concordia Music Education Series.

book even though he may not have had extensive formal training in the skills of music or in various methods of teaching music.

To initiate this approach the teacher should carefully study the general principles for using the book which are outlined in the introduction to the volume. These general principles are, in turn, supplied in the form of specific suggestions which are placed immediately beneath the songs to which they relate.

By eliminating the need for extensive and intricate cross references to teacher helps in a distant part of the book or in an accompanying manual, it is hoped that both the beginning and the experienced teacher will not become unnecessarily burdened with curricular organization or methodology. Rather the emphasis should be placed on teaching the child. When effectiveness and efficiency in teaching has been achieved, and time allotted to music can be more effectively used, the teacher is encouraged to draw on supplementary sources in order to broaden and enrich the pupil experience.

ORGANIZATION

The musical content of *Joyfully Sing* has been organized to provide a sequential and developmental program of musical experiences both for the class and for the individual child. The assumption on which such a plan is based conceives of music as a language which, while it is being used by the child, can at the same time be studied in terms of its individual components. The individual component is extracted from the vocal or instrumental experiences for practice and then returned to be used in subsequent musical experiences. These elements are distributed through the book in a graded succession. The child works with the elements of music in a musical setting which is related through the text to life in the classroom, to his experiences with friends outside the classroom, to home life, and to worship in the classroom and in the church.

INDEXING

The indexing of *Joyfully Sing* is comprehensive. A table of contents follows the title page. This table lists the three monthly indexes for kindergarten, grade one, and grade two. Each of these three indexes then lists the order, by month, in which it is recommended that the songs be taught.

In order to make fullest use of the page, it occasionally was necessary to print a song on a page other than the one it would require for exact sequence. The monthly index will provide a ready reference for the teacher desiring to follow the order recommended by the editors.

The implication of the previous paragraphs strongly underscores the fact that the order in which the songs of *Joyfully Sing* are to be taught is suggested by their arrangement in the book. The reasons for such an approach have been debated by music educators for many years. The limits of this article preclude a further exploration of this point. Needless to say, the teacher who wishes to rearrange the material or experiment with the program of instruction will not be hindered. On the contrary, the clarity of organization of the material will be an aid to such a teacher. At the same time the teacher who feels his needs are in the realm of improvement of instructional techniques as well as material will find this volume designed to help make the necessary start.

To complete the matter of the book's indexing, there is a classified index of all titles and a general index. Both indexes indicate not only the page where the song may be found but also the grade level.

ACCOMPANIMENTS

A significant aspect of any music education series (and one that has occupied much of the present editors' energies) is the matter of the song accompaniments. It is a known fact that not all teachers of primary grades are skilled keyboard performers. Teachers who have been averse to using or improving their keyboard abilities will find in *Joyfully Sing* a large number of songs which they can play with a minimum amount of practice.

If the teacher will learn the easiest settings first, it will be possible gradually to improve his skill by working only with the contents of *Joyfully Sing*. In the case of certain accompaniments which might prove difficult the editors have included suggestions for simplification.

While no comprehensive experiments have as yet been undertaken, it seems not unreasonable to assume that a considerable body of material for a beginning course in piano, either for class or private instruction, can be drawn directly from the accompaniments and from the piano compositions which are included in the rhythm program of *Joyfully Sing*.

CONCLUSION

As the first phase of work on the Concordia Music Education Series is completed, the editorial committee, which consists of Prof. Victor Hildner and Dr. Leslie Zeddies of Concordia Teachers College, River Forest, Ill., and Mr. Erhardt Hitzemann, Zion Lutheran Church, Bay City, Mich., anticipates, God willing, the appearance of the second volume in the series. The second volume will include material for grades three and four and will be ready in time for adoption by schools in September 1963. Book three, for grades five and six, is scheduled for publication in 1965.

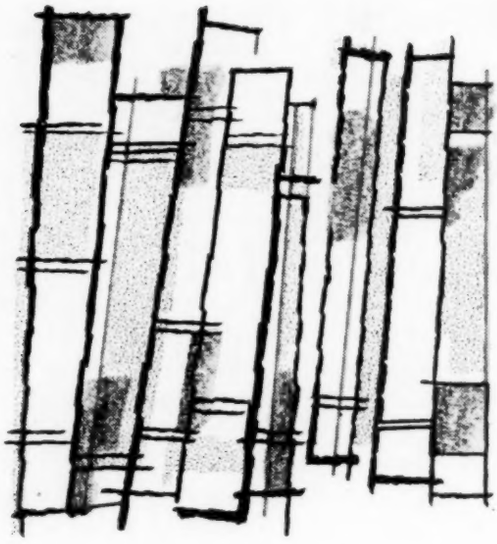
As a group these volumes will form a basic series on which the classroom teacher can confidently build a purposeful program of Christian music education. To be effective such a program must run as a continuous thread through all the grades of any given school. What is true for an individual school is equally true for the Lutheran Church when it is considered in respect to all its schools. *Joyfully Sing* presents an opportunity and a challenge to every teacher who feels a concern for the musical heritage of the past, for the Lutheran Church's musical practice of the present, and for its future growth and development.

Joyfully Sing invites you: "Sing aloud unto God, our Strength: make a joyful noise unto the God of Jacob." (Ps. 81:1)

Since music has so much to do with molding the character, it is necessary that we teach it to our children. — Aristotle

See that what thou singest with thy lips thou believest in thy heart and what thou believest in thy heart shall show forth in thy life. — Council of Carthage, 4th Century, A. D.

Worth Reading and New . . . .



JOYFULLY SING. Book One of Concordia Music Education Series by Victor Hildner, chairman of editorial committee for Book One, Erhardt Hitzemann, and Leslie Zeddies. St. Louis: Concordia Publishing House, 1961. $6.50.

This is book one in a four-volume series that is a milestone in music education. Widely and properly used, it will, under God, produce a spiritual and artistic renaissance in music as a subject in curricular standing.

Articles in LUTHERAN EDUCATION by Victor G. Hildner ("Where Do We Stand in Music Education?" — January 1960), and Charles Krutz ("Music in Our Schools — A Survey" — April 1961) revealed not only the strengths of music instruction in our Lutheran schools, but also the weaknesses. *Joyfully Sing* aims to overcome these weaknesses. It is strong theologically, pedagogically, and musically. It offers varied music activities in six areas: singing, rhythm, appreciation, instruments, creativity, and notation.

A manual for teachers, *Joyfully Sing* on pages v—xxx lucidly and helpfully sets forth what teachers need to know and to do for effective use of this book under these topics listed in Contents: Introduction, Using the Series, Teaching Singing, Teaching the Rote Song, Teaching Rhythm, Listening and Appreciation, Creative Activities, Reading Readiness, Acknowledgments, Rhythm Instruments, Chart — Music Activities in the Primary Grades, Monthly Index — Kindergarten, Monthly Index — Grade I, Monthly Index — Grade II, Classified Index, General Index.

The introduction discusses the Plan and Scope of the Concordia Music Series, Music in the Lutheran School, Objectives of Lutheran Music Education, The Role of the Lutheran Teacher in Music, The Classroom Teacher, The Principal, The Director of Parish Music, The Need for a Well-organized Music Program, The Plan and Organization of This Book. Other topics in Contents are similarly developed under various subtopics. In fact, pages v—xxx constitute a highly condensed miniature course of study in music education.

Designed primarily for kindergarten, grade one, and grade two, *Joyfully Sing* nevertheless is flexible enough for use in church-related agencies of instruction other than the Christian day school. Certainly this teacher's manual with 240 pages of music can well be used in a Christian home.

Among the many special features of *Joyfully Sing*, these items are noteworthy:

1. Music specially composed for this volume, notably by its editors, as well as music from various sources already time-tested (85 of the 290 selections are sacred, forming a rich core of Bible-centered material).

2. Directions and annotations after almost each selection of music, enabling the teacher to carry out the purposes of the editors.

3. Full-page illustrations by Richard Hook.

4. Line drawings by Alice Hausner.

5. Typographical make-up and binding of the highest order.

6. Variety of musical material (see classified index, pp. 243—246), of keys, of cadences.

7. Monthly indexes for kindergarten, grade one, and grade two, providing the teacher with a definite plan for purposeful, cumulative teaching.

8. Consideration given to the classroom teacher who is not a specialist in music education.

9. Conscientious and competent work by editors Hildner, Hitzemann, and Zeddies, assisted by William A. Kramer and Edward W. Klammer.

10. Fulfillment of objectives of Lutheran music education made possible by a consecrated and concerted use of *Joyfully Sing*.

It is now up to teachers, principals, pastors, boards of Christian education, and our superintendents of parish education to promote proper use of *Joyfully Sing* so that now we may make thorough, systematic progress in music education in our schools.

Soli Deo gloria

HERBERT D. BRUENING
Church of St. Luke
Chicago, Ill.

THE NEW ENGLISH BIBLE: NEW TESTAMENT. Cambridge: The Oxford University Press, 1961. 460 pages. $4.95.

One London news reporter headlined his article on the new translation: "Man on Street Cool to New Bible; Down-to-Earth Words No Substitute for King James's." This seems to be the typical reaction to any new Bible version. The undersigned wishes to comment briefly on three other reactions to *The New English Bible* which appeared this year, the 350th anniversary of the publication of the King James Version, and leave to others the task of a review in depth.

1. "Does not the appearance of another new English version (so soon after the Revised Standard Version) cause confusion and difficulty among lay Bible students? What can we give our children to study and memorize?"

There are undoubtedly those who want to believe that the King James Version possesses an unusual measure of the grace of God above all others; they seem to feel that this version is the only inspired one. Such people view any new version as an intrusion. What grounds are there for this adoration of the King James Version? None. The Lord and His apostles used a Greek translation of the Hebrew writings of Moses and the prophets. St. Jerome rendered the church a service by his translation of the Bible into Latin. Countless numbers of people are eternally grateful to Dr. Martin Luther for his popular translation into German. Today the Bible is translated into hundreds of different languages and dialects to bring the Gospel of Christ as the power of God for salvation to people in every country of the world. A unique aspect of God's Word is the fact that it loses none of its divine power as it is translated into other languages.

The King James Version is no longer modern English, for the meanings of words and constructions of speech have changed. The Word of God must always come to people in their own language. C. S. Lewis wrote: "The truth is that if we are to have translation at all we must have periodical retranslation. There is no such thing as translating a book into another language once and for all, for a language is a changing thing." It is possible that each age of world history should have its own important version of the Holy Bible. The reviewer's grandfather, who memorized his Bible in German, may have been disturbed at the thought that his grandson was getting much of his religious instruction in the English language. The coming generation is well advised to become familiar with the new English versions which may supplant the King James Version within its own life span.

2. "But the new versions don't *sound* like the King James. They are not dignified and beautiful enough."

This reviewer is tempted to join the spokesmen of this criticism since he is one whose memory passages are all expressed in King James English. The "thees" and "thous" seem much more appropriate because this is the Bible language with which he grew up. Yet this is not a valid argument against modern English versions in

general, and *The New English Bible* in particular. The original Greek of the New Testament was the kind of Greek spoken over the Eastern Mediterranean after it had become a language used by many nations who did not learn it as children. Far from being beautiful or literary, this Greek was a sort of slang. Is it correct, then, to insist upon a stilted beauty in the English version which was not characteristic of the original Greek?

Yet *The New English Bible* is a beautiful rendition of the original language. Dr. Bruce pointed out that the translators enjoyed the collaboration of a panel of literary experts who examined each section of the translation to make sure that its style and diction were acceptable. The triumphant conclusion to the eighth chapter of Romans is an excellent example of their work. Perhaps one must learn that beauty and solemnity of Biblical language need not be synonymous with archaic words and forms. One of the stated purposes of this new translation was: "In the urgent task of evangelism, one main difficulty of the church is the difference between the language customarily used by the church, and English as currently spoken. . . . There is a danger that archaic language may give the impression that the message itself is out of date and irrelevant."

3. "But we object to the different interpretation of various passages which the new translation contains."

The reader has by this time seen a number of reviews which were based on a discussion of the rendition of certain passages which offered room for faulty interpretations. An example is the translation of 2 Timothy 3:16: "Every inspired Scripture has its use for teaching the truth. . . ." There are those who believe that this translation of a critical passage dealing with the inspiration of the Holy Scripture leaves room for doubt on this important doctrine. The reviewer agrees that this rendition does not seem to do full justice to the Greek text; nevertheless it would be unreasonable to condemn an entire translation because of a number of passages which are not accurately rendered. Sound Biblical scholars must call attention to such passages and base their objections on their knowledge of the best Greek texts available.

The manner in which this translation of the New Testament was accomplished is one which should inspire confidence in the product. This is not a revision but a translation from the most reliable manuscripts of the original language. It must be remembered that today's Bible scholars have access to much more information about the original form of the Holy Scriptures than the King James scholars did. A joint committee of accredited representatives of the nine British church bodies involved in this venture began work in 1947 under the direction of the highly respected Bible scholar Professor C. H. Dodd. In thirteen years the translators held fifty-seven meetings, the average length of each meeting being three days. Many footnotes are included to show the variant readings of other manuscripts. Thus the translation is not the work of any one scholar, or an expression of a particular denomination or doctrinal leaning; it is the product of a scholarly effort to render the original New Testament Scripture into modern and beautiful English.

Only time will tell whether *The New English Bible* will be accepted and used, and whether it will be authorized to replace the King James Version. In the meantime the more important question confronting Bible Christians should be: To what extent do the professed followers of Christ use His holy Word? "They received the message with great eagerness, studying the Scriptures every day to see whether it was as they said" (Acts 17:11 NEB). Does Saint Luke's description of the first-century Berean Christians apply to 20th-century Christians? Perhaps the appearance of excellent new English translations may help Christ's disciples of today to be more eager and thorough Bible students.

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Concordia Teachers College
River Forest, Ill.

TEACHING THE KINDERGARTEN IN A CHRISTIAN DAY SCHOOL. By S. J Roth, E. F. Wiese, Eleanor Ahrens, et al., eds. East Detroit, Mich.: Michigan District Board of Christian Education, The Lutheran Church — Missouri Synod, 1960. 112 pages, mimeographed. $2.75 postpaid.

Missouri Synod kindergartens, like the children they enroll, are constantly growing. In 1952, for example, 419 kindergartens counted 7,974 pupils. By 1960 these figures had increased to 728 and 17,948, respectively.

Hopefully, Missouri Synod kindergartens are growing also qualitatively. Such growth is most likely to occur when congregations seek out and call only high-caliber teachers and when, in turn, these teachers give continuing attention to kindergarten purposes, methods and materials, and evaluation.

In her effort to do the best possible job, the wise kindergarten teacher capitalizes on the many helps available to her. This help may be found in college courses, in the services offered by professional organizations such as the Association for Childhood Education International (annual membership, $10.00), or in District and local teachers' conferences. Help may be found in the literature of kindergarten education when books such as Morella Mensing's *The Christian Kindergarten* (St. Louis: Concordia Publishing House, 1959, $4.25), Mamie W. Heinz's *Growing and Learning in the Kindergarten* (Richmond, Va.: John Knox Press, 1959, $3.00), or the Michigan District's *Teaching the Kindergarten in the Christian Day School* are concerned.

This last publication, now in its third edition, is a home-grown product. It was prepared by teachers for teachers. While it does not pretend to substitute for the standard professional texts, it does contain enough materials to warrant the editors' claim that it is "in many respects *a curriculum, a course of study, and certainly a treasury of valuable aids for teachers and pupils.*" As such it deserves a place in the working library of a Lutheran kindergarten teacher.

The first major section is devoted to outlining a course in religion. The course is traditional in the sense that it is Bible-story based, following in the main the Scripture chronology. Two stories per week are suggested, to which are tied related memory gems (Bible texts, hymns, songs, and prayers). A section on teaching children to pray spontaneously offers valuable hints.

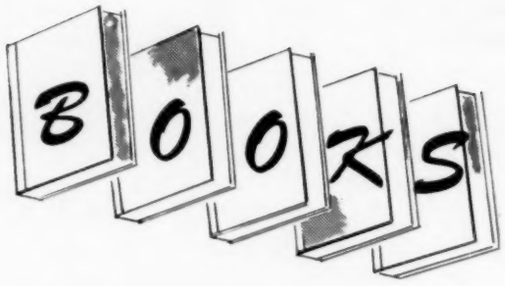
The language arts section is built around Follett, Scott-Foresman, and American Book Company materials and gives particular attention to reading readiness, dramatization, and the child's first efforts at writing. Then follow in order sections on number readiness, social studies, science, health and safety, music, and art. Twenty-six pages are devoted to outlining sample "units of activity," including units on the family, Martin Luther, Indians, winter weather, Eskimos, the post office, keeping healthy, transportation, the farm, and the circus. The catalog of indoor and outdoor games for kindergarten children supplies directions for eighteen games.

An appendix completes the book. It contains patterns that may be duplicated for use in teaching language arts, guidelines designed to help a teacher evaluate her children's progress, and two sample kindergarten report cards. Also found in the appendix is a self-evaluation check list for the teacher and a sample daily lesson schedule.

Teaching the Kindergarten in a Christian Day School is actually Volume Four of a larger Michigan District series titled *Handbook for Lutheran Teachers.* In many ways, Volume Two of this series, *Teaching the Primary Grades in a Christian Day School,* serves as a companion to Volume Four. First published in 1953, Volume Two treats topics such as what to do during the first week of school, seatwork, classroom management and discipline, and reading readiness. The postpaid price of Volume Two is $2.75.

As the editors admit, neither Volume Two nor Volume Four will ever be finished. But then, what book — or for that matter, what teacher — ever really is?

FREDERICK NOHL
Board of Parish Education
St. Louis, Mo.



for Children & Teen-agers

The reviews were assembled by Jack L. Middendorf, Concordia Teachers College, Seward, Nebr., under the auspices of the Young People's Literature Board.

Beard, Charles A. THE PRESIDENTS IN AMERICAN HISTORY; illus. with portraits of the Presidents. Messner, 1961. 182 pp.

Grades 6—9; Ages 11—14 $2.95

Dr. Charles Beard's earlier text on the lives and administrations of all the American Presidents has been brought up to date and revised by his son, Dr. William Beard. It is a condensation of the American Presidential record, written clearly and without bias.

92 Presidents — U. S.

Bendick, Jeanne. LIGHTNING; illus. by author. Rand, 1961. 61 pp.

Grades 3—5; Ages 8—10 $2.75

The author combines excellent illustrations with a breezy text to explain thunder and lightning to young readers, clearing up misconceptions and allaying fears in the process. Here is a fine addition to any elementary school library, particularly in areas beset by lightning storms.

551 Lightning

Brown, Frances W. LOOKING FOR ORLANDO. Criterion, 1961. 159 pp.

Grades 7—9; Ages 12—14 $3.50

The knowledge that the underground railroad ran right through his grandfather's house confused Sam's view about slavery. He was torn between the influence of his Southern background and the effect which the plight of the runaway slave Orlando had on his life. Excitingly centered around this controversy in Sam Chase's mind, this story traces the events which finally bring Sam to the side of his Quaker grandfather against slavery. The dangerous journeys made in the transporting of slaves, and Constable Hopkin's search for Orlando give this story such "edge-of-the-seat" excitement that it will be memorable to any reader. The outstanding feature of the story is the sympathetic treatment of Negroes in their flight from slavery, and Quakers in their strict religious ways and their extremely human personalities.

Underground Railroad — Stories

Calhoun, Mary. DEPEND ON KATIE JOHN; illus. by Paul Frame. Harper, 1961. 181 pp. Katie John Series.

Grades 4—6; Ages 10—12
Lib. ed. $2.79 net

The Tuckers loved the huge old house. Keeping it meant taking in boarders to meet expenses. Katie's first interest in a boy, her problems with the roomers, and being a new girl at school all tend to make the book a most enjoyable one for young girls.

Commager, Evan. VALENTINE. Harper, 1961. 182 pp.

Grades 6—8; Ages 12 and up $2.95

Sixteen-year-old Valentine Johnson decides to make the best of things when she moves from her beloved Vermont to the South with her retired schoolteacher aunt. Yet stolid, plain-spoken Valentine finds it very difficult to adjust to the flirtatious life of the South and takes a job baby-sitting with boisterous Jackie Lambert as a retreat. In the center of this warmhearted family, gathered together because of the serious illness of Jackie's young Aunt Maud, Valen-

tine loses her dread of boys and of parties. Under the loving eye of ailing Aunt Maud, Valentine blossoms into a happy and secure personality, making this sensitive and heart-warming story one that is sure to be remembered.

Cavanah, Frances (comp. and ed.). FRIENDS TO MAN; illus. by Irma Wilde. Macrae, 1961. 252 pp.

Grades — Upper; Ages 10 and up $3.50

The stories in this collection all have one thing in common — they tell of friendships between animals and people. This outstanding anthology contains not only tales of man's common pets, such as dogs, horses, and cats, but also those of friendship with unusual animals. Among the wide variety of heroes is a curious moose from Denmark, a loyal elephant from Burma, and a musical seal from Scotland. This is an excellent book for reading aloud in the intermediate and upper grades and will lend itself well to reading within the family circle. The vocabulary is frequently too advanced for independent reading in the intermediate grades.

Animals — Stories

Denneborg, H. M. THE ONLY HORSE FOR JAN; illus. by Horst Lemke. McKay, 1961. 122 pp.

Grades 4—6; Ages 8—11 $2.95

Balthasar, Jan's wild pony, allows himself to be ridden and even pulls a small buggy; unfortunately the little horse is lame. Lovable, humorous old Natz, the hired man, has a secret plan that should lessen the ache in Jan's heart, but the boy would have to give up Balthasar. Character rapport is quickly established in this moving, warmhearted story.

Horses — Stories

Evanoff, Vlad. A COMPLETE GUIDE TO FISHING; illus. by author. Crowell, 1961. 199 pp.

Grades 5 and up; Ages 10 and up $3.75

This well-written book is for fishermen of all kinds, whether beginning or experienced, old or young. It tells how to fish and how to make different types of fishing lures. Anyone interested in fishing in either fresh or salt water will find this volume useful.

799 Fishing / Fish

Francoise. THE BIG RAIN; illus. by author. Scribner's, 1961. 32 pp.

Grades K—2; Ages 4—7 $2.95

This story of Jeanne-Marie and her family, who find themselves stranded in the house when the rain comes, has a quiet charm which is enhanced by bright and colorful art work. The quacking of a pet duck brings the family both help and a return to normalcy.

Godden, Rumer. MISS HAPPINESS AND MISS FLOWER; illus. by Jeane Primrose. Viking, 1961. 82 pp.

Grades 3—5; Ages 8—10 $3.00

When the postman arrives with a strange present for cousins Nona and Belinda Fell, wonderful changes occur in their household. Miss Happiness and Miss Flower, two fragile Japanese dolls, find a lovely new home, selfish Belinda learns a lesson, and homesick Nona adjusts to her new life with her relatives. Rich in the culture and customs of Japan, this fanciful tale of dolls who can feel and wish should delight all who appreciate the world of make-believe. Charming illustrations add interest, and simple plans for a Japanese dollhouse are included in the back of the book.

Dolls — Stories

Jackson, David. THE WONDERFUL WORLD OF ENGINEERING. Garden, 1961. 93 pp. Wonderful World Series.

Grades 7—9; Ages 11—14 $2.95

This book, another in the excellent Wonderful World Series, picturesquely and simply presents the constant struggle man has had with nature in his effort to build. The author correlates the historical aspects of engineering, transportation, business, industry, and communication with the present-day challenges. In each area he presents the problem, illustrates it by an actual example, and explains how man has attempted to conquer it. Because it is stimulating to most children, this volume would be a good addition to any school library.

620 Engineering

Langton, Jane. THE MAJESTY OF GRACE; illus. by author. Harper, 1961. 190 pp.

Grades 3—6; Ages 8—11 **$2.95**
Lib. ed. $2.84

Young Grace imagines that she is English royalty. Her wishful thinking increases as the fortunes of her family decrease. The story is set in the time of the Depression, and Grace's courage during these hard times proves her real majesty. As better days come, Grace becomes content being just herself, a little girl with a happy family. Here is a heart-warming story created with a believable personality — Grace.

Lattimore, Eleanor Frances. THE WONDERFUL GLASS HOUSE; illus. by author. Morrow, 1961. 125 pp.

Grades — Int.; Ages 7—10 **$2.75**

The author's insight into children's feelings is again employed in this warm and appealing story of Mark, who learns that a green thumb will gain more admiration from his peers than his fists ever will. His curiosity about a greenhouse and his rivalry with a schoolmate is portrayed in a skillfully woven plot which will hold the interest of both boys and girls.

Lent, Henry B. MAN ALIVE IN OUTER SPACE; illus. with Official U. S. Air Force Photographs. Macmillan, 1961. 147 pp.

Grades 7—9; Ages 12—14 **$3.00**

This interesting account of the research leading up to our first flight into space takes the reader on a "you-are-there" visit to the training centers used by the astronauts. Many photographs help the reader to understand the text of this timely book for space-minded boys and girls.

629 Space Flight / Astronauts

Pearson, M. J. PONY OF THE SIOUX; illus. by Carl Pfeufer. Doubleday, 1961. 143 pp. Signal Book Series.

Grades 4—9; Ages 9—14 **$2.50**

A Civil War story of a boy, his dog, and his buffalo pony tells how Lee goes about getting his stolen pony back, and in so doing helps to save a whole county during an Indian attack. This Signal Book contains the following aids for increased readability: simplification of plot; carefully planned sentence structure; frequent paragraphing; word leveling; convincing dialog; and a large, legible type face. The high interest level and low vocabulary difficulty of this adventure should provide a compelling story for the most reluctant reader.

Peterson, Harold L. A HISTORY OF FIREARMS; illus. by Daniel D. Feaser. Scribner, 1961. 56 pp.

Grades 5—8; Ages 10—13 **$3.50**

Here is a comprehensive history of guns, which begins with the earliest ones known in about 1326 to the present-day M-14. Written by a well-known authority, this volume is complete with index, accurate illustrations, and suggestions for a valuable safety program.

623 Firearms — History

Pettit, Ted S. ANIMAL SIGNS AND SIGNALS; illus. by Don Ray. Doubleday, 1961. 56 pp. Nature Books for Young People Series.

Grades 4—6; Ages 9—11 **$2.95**

How do animals communicate with each other? This book explores the wonders of sounds and songs, scent and sight signals, tracks and trails, homes and signs of feeding in the animal world. The beautiful illustrations combine with an excellent text to form a most interesting and unusual children's book, suitable for any grade-school library.

591 Animals — Habits and Behavior

Priestley, Lee. ROCKET MOUSE; illus. by Prue Theobalds. Abelard, 1961. 93 pp.

Grades 1—4; Ages 6—9 **$2.50**

Midget, a white pocket mouse, lives at White Sands, where rockets and missiles are tested. How Midget fulfills his ambitions to become the first space mouse provides an interesting, humorous, informative, and well-written story.

News and Notes

OUR SEMINARIES AND COLLEGES

Faculty and Staff

St. Louis

Prof. P. D. Pahl, Concordia Seminary, Adelaide, South Australia, is teaching for the first two quarters in the department of historical theology on an exchange-professorship status.

Seward

Following the resignation of President Dr. Paul A. Zimmerman to accept the presidency of Concordia Lutheran College, Ann Arbor, Mich., the Board of Control appointed Dr. Thomas H. Langevin as acting president. Dr. Langevin has been at Concordia since 1951 in the social science department as instructor in history, and became the academic dean on July 1, 1961. Dr. Langevin will hold both positions for the present.

Twelve new faculty members were added to the staff with the opening of the 1961 to 1962 school year. These include Rev. Arthur Graudin (asst. prof. of theology and Latin in the high school and assistant dean of students) and Donna Pautler (high school dean of women and instructor in social science). In the college the new faculty members are the Rev. George Haich (English), the Rev. Arnold Krugler (religion), Frederick Luebke (history), Gloria Niewoehner (piano), Robert Rickels (art), William Scheiderer (physics), the Rev. Michael J. Stellmachowicz (education), Reuben Stohs (physical education), Eugene Wiegman (education).

Four faculty members are returning to the campus after a year's absence. Prof. Herbert A. Meyer attended the University of Nebraska and received his degree of Doctor of Philosophy in Secondary Education in June. Prof. Theodore Beck received his Doctor of Philosophy in Music degree after attending Northwestern University last year. Prof. Glenn C. Einspahr attended the University of Denver and was granted his degree of Doctor of Philosophy in Secondary Education. Prof. Harry A. Giesselman attended Columbia University, completing studies for a doctoral degree in music to be received at a later date.

Fort Wayne

Mr. Gordon Kirchhevel will join the Concordia Senior College faculty in September in the division of humanities as an instructor in Semitic languages. Dr. R. A. Jesse, who served the college as dean of students from its opening until the spring of 1961, has accepted a call as associate pastor of St. John Lutheran Church, Kendallville, Ind. Dr. Gerhard Mundinger has accepted a call as campus pastor at the University of California in Los Angeles and as director of campus work for the Southern California District. Prof. Carl Graesser has completed his term as assistant professor and will continue his graduate studies at Harvard University. Prof. Eugene Nissen has been granted a year's leave of absence for graduate work at the University of Michigan. Prof. Francis Rossow, a member of the faculty since 1959, has accepted an appointment as resident counselor. He will continue his membership in the English department, but with a reduced teaching load. Prof. Edgar Walz was awarded the D. Ed. degree by Indiana University in June. Prof. Herbert Nuechterlein continued his studies in Europe, and Dr. Thomas Coates traveled extensively in Europe during the summer.

St. Paul

The following are additions to the teaching staff for the school year 1961—62:

Mr. R. E. Kramer (English) comes to Concordia College from the Lutheran High School in Austin, Tex.

Mr. Karl Rutz (religion and Latin) comes to Concordia from Concordia Seminary, St. Louis, where he has recently completed graduate work.

Mr. Leon G. Titus will teach music in the high school department and mathematics in the college division.

Mr. James Rahn, an alumnus of Concordia, St. Paul, will be teaching in the high school department.

Winfield

Prof. E. C. Sieving, associate professor of education and director of teacher training and placement, has accepted an appointment as assistant professor of education at Concordia Teachers College, River Forest. Prof. Sieving joined the St. John's faculty in 1951, and during his ten years of service at the college he assisted in preparing and placing more than 500 two-year graduate teachers into Synod's parochial schools.

New instructors at St. John's are Miss Donna Lease (physical education), Rev. Gilbert Holstein (foreign languages), Mr. Alan Steinbach (physical science), and Mr. Dennis Kunkel (physical education). At this writing a successor had not been named for Mr. Marvin Tschatschula, who last year served as principal of the academy and taught religion.

Edmonton

The educational policies committee of the faculty of Concordia College, Edmonton, is studying the matter of affiliation with the University of Alberta. To gain recognition for work on the college level, affiliation is the only route open to Concordia at present, since the university is the only institution in Alberta authorized to grant degrees (other than divinity degrees).

Curriculum Studies

Fort Wayne

The 240-page Self-Survey Report of the college was completed in June and has been submitted to North Central Association. It is expected that the college will be visited during the fall and that its application for membership in North Central Association will be considered in the spring of 1962.

Enrollment

St. Louis

Registrar Lorenz Wunderlich reports that approximately 485 students are enrolled in undergraduate courses. Dr. Carl S. Meyer reports 50 in the School for Graduate Studies. Some 135 people are taking advantage of the courses offered by correspondence.

Portland

In mid-August it appeared that the enrollment of Concordia College and High School would reach beyond the 200 mark for the first year in the school's sixty-one-year history. The four-year high school enrollment will be between 95 and 100, with between 100 and 110 in the junior college department. Two fifths of the college enrollment will be men.

Since construction of the new dormitories at a cost of about $300,000 has not yet begun, dormitories will be filled to ultimate capacity, and four residences on or near the campus will be used to house about 20 students.

Summer School

River Forest

Concordia closed its 1961 summer session with graduation exercises in the quadrangle on Thursday, Aug. 24, at 8 P. M. Seventy-six students received the Bachelor of Science degree and 14 the Master of Arts in Education degree. The speaker for the occasion was Prof. Henry J. Eggold, Jr., of Concordia Seminary in Springfield, who based his message to the graduates on Rom. 1:1-9: "A Portrait of the Teacher."

A total of 704 students took advantage of the Concordia resources and staff during the two summer-session periods. There were 564 undergraduate students and 140 graduates registered.

A faculty of 68 chosen from sister synodical schools, various parishes, and the Concordia staff taught in the summer sessions.

Seward

The total enrollment on the Concordia campus for summer school was 388, which is an increase of 54 over the previous year. Twenty-nine were graduated at special

commencement exercises on Aug. 17, 21 receiving the Lutheran Teachers Diploma in addition to the B. S. in Education degree.

Miscellaneous

St. Louis

Twenty-three missionaries and their wives and families have completed five weeks of missionary training at Concordia Seminary, St. Louis. Triweekly area studies in their specific fields, a three-day literacy workshop, a missionary conference, and field work in downtown housing sections enriched the course of study. The intimate group now disperses to Guatemala, Hong Kong, India, Japan, Korea, Lebanon, New Guinea, Nigeria, the Philippines, Taiwan, and Venezuela. The group comprises 15 ordained pastors, four teachers, and a doctor, pharmacist, business manager, and vicar.

Springfield

Dr. Oskar Thulin, director of Luther Hall, Reformation-Museum in Wittenberg, East Germany, since 1930 and visiting professor at the University of Leipzig in the area of archaeology and church art since 1955, will be guest lecturer at Concordia Seminary from Sept. 18 to Oct. 13, 1961.

Dr. Thulin has been a frequent guest lecturer at universities in Italy, Austria, Sweden, Finland, and Holland.

Winfield

The Kansas District of our Synod, meeting in Wichita in August, gave unanimous approval to a resolution requesting Synod's authorization for St. John's College to expand its course offerings to be able to offer a four-year college program. To be included in the proposed expansion are ministerial, teacher-training, and parish-worker programs — curriculums which prepare for professional service in the Lutheran Church.

The resolution will be acted upon when Synod convenes in Cleveland, Ohio, in June 1962. Adoption by the Cleveland convention is necessary before any steps can be taken to expand St. John's to a recognized bachelor degree-granting college.

Portland

The Columbia Zone of the Lutheran Laymen's League presented a memorial "to our Lutheran forebears" to Concordia College, Portland. The cornerstone from the original building on the Portland campus, erected in 1905 and torn down in 1946, was encased in a brick-and-concrete monument, to which a sturdy concrete four-sided bench is attached. Dr. F. W. J. Sylwester, first president of Concordia, and still alert and hearty at 81, spoke briefly at the ceremonies. President Weber accepted the memorial from LLL leaders. Every building on the Portland campus has been erected since 1946.

BOARD OF PARISH EDUCATION NEWS

Regional Education Conference. — With the last meeting on Aug. 23 and 24 the Board of Parish Education completed a series of seven Regional Education conferences that brought together members of the 32 District Boards of Parish Education with departmental representatives of the synodical Board.

The opportunity to discuss in relatively small groups the broad program of parish education and to share insights as to how to deal with problems in the field of parish education was appreciated both by District representatives and by representatives of the synodical staff. One of the features of this program was a preliminary identification by each District Board of Parish Education of program features that would be pursued during the ensuing year. This sharing of plans and ideas is one of the outstanding benefits of the conference that will help expand and improve our program of leadership in parish education.

Meeting of Lutheran High School Boards. — The Lutheran High School Boards Conference was held at Valparaiso on Aug. 5 and 6. Mr. Arthur Ahlschwede was the chief essayist at the conference. The essay dealt with the subjects of basic aims in Christian secondary education and the cost of Lutheran secondary education. The Rev. R. C. Muhly spoke on Christian stewardship for Lutheran secondary educa-

tion. There were also reports from the committee on cost accounting, from the Board of Parish Education, the Board for Higher Education, and Valparaiso University.

Farewell to Rev. Rische. — A farewell reception and dinner was held on Aug. 7 for the Rev. Henry Rische, editor of *This Day* magazine, who had accepted a call as pastor of Messiah Lutheran Church, Grand Junction, Colo.

The Board of Parish Education is presently considering candidates for the editorship of *This Day* magazine. The Rev. Walter Riess has been appointed to serve as acting editor of the magazine in the interim.

The 1962 EMV: "Extending the Kingdom Through Synod." — The Board of Parish Education is sponsoring a special EMV as a preliminary to the Cleveland convention. The tract, distributed with the September issues of *Advance* magazine, is intended for use in May 1962; but since the materials are ready so far in advance of this date, it is possible for every congregation to plan a thorough Every-Member Visit program that will help the individual family identify itself with the important considerations that will be before the synodical convention. All congregations are urged to make full use of this tract and the related materials for training visitors.

Three New Information Bulletins on Schools. — The Board of Parish Education recently published three new information bulletins on schools. Two are replacements, while one is new:

Planning a Lutheran School, Bulletin No. 300, Wm. A. Kramer (replacement of old bulletin by same title). Contains more detail regarding planning than the previous bulletin. However, it does not replace Bulletin No. 302, *Lutheran Interparish Schools.*

The Lutheran Kindergarten, Bulletin No. 304, Velma E. Schmidt. Shows the why and how of establishing Lutheran kindergartens and should be helpful to congregations with schools that are planning to introduce a kindergarten, as well as to congregations that cannot for the present have a complete school.

Price for All Bulletins: Single copies, free; in quantity, 10 cents each. Order from the Board of Parish Education, 210 North Broadway, St. Louis 2, Mo.

LOG CABIN MEMORIAL

Parochial school children of the Western District are supporting the restoration of the Saxon Log Cabin at Frohna, Mo. The restoration project is being carried out by Concordia Historical Institute of St. Louis. Cardboard replicas of the cabin, designed as miniature banks which can easily be assembled, have been provided for the children. These help to visualize for them the significance of their participation in the restoration of this century-old Lutheran homestead, which will serve as a museum and "open book of church history."

DO YOU KNOW?

Free! — "Counseling in the Upper Grades" by Walter Mohr is the title of an article which appeared in the September issue of LUTHERAN EDUCATION. If anyone is interested in having his check list, it can be obtained by addressing a letter to Mr. Walter Mohr, 705 Hacienda Ave., San Lorenzo, Calif., and enclosing a self-addressed, stamped envelope.

Not Bad. — The median number of years of schooling completed by the average adult 25 years of age or over was 8.6 years in 1940, 9.6 in 1950, 10.9 in 1957, and 11.2 in 1959. The estimate at the present time is a median schooling of one semester of college.

A Sad Story. — Dr. John L. Holland, research director of the National Merit Scholarship Corporation, is of the opinion that too much scholarship money is going to "good grade-getters" who often have little creative talent and who do not need the money. Scholarship procedures "eliminate students with unusual creative ability but relatively low academic records and test scores."

Up We Go. — Between April 1960 and April 1961 the population of the United States increased from 179,323,175 to 182,952,000.

Is That All? — On the average about $2.71 is spent on free textbooks for each elementary pupil in the United States.

LUTHERAN EDUCATION ASSOCIATION

News of the workings of the LEA, an association of Lutheran educators devoted to the advancement of Christian education through:

LEADERSHIP SERVICE
PROMOTION RESEARCH

IF YOU WERE THERE

The 1961 LEA-NLPTL convention was again one of those "moments to remember." If you were there, you will recall the fine presentations, such as the following: *Constrained by Love* (Keynote) by Rev. R. C. Muhly; *Do as I Do* (panel) by Rev. Lorenz Weber, Mr. Douglas Fritz (a father), Miss Mariann Konesnik (a teacher), and Miss Martha Zunker (a teenager); *Love Reflectors* by Dr. George Beto; *Wheel of Life* by President Martin L. Koehneke.

Of special interest to those attending the LEA sectional meetings were these: *Children's Literature* by Teacher E. H. Ruprecht; *Local School Supervision* by Principal Richard Engelbrecht; *Curriculum Tremors* by Frederick Meyer, Associate Editor of School Materials; *Love in Christian Education* by Prof. Paul G. Bretscher; *The Counseling Role of the Lutheran Teacher* by Principal Martin Wessler.

We list these topics and speakers to acquaint you with the high level of the convention. If you were unfortunately not able to be present, you may capture to some degree the impact of the gathering through the excellent convention digest, *LEA Convention Highlights,* prepared by our financial secretary, Prof. Ralph Reinke, and teacher board member Walter Christian. Copies are available in limited numbers from the LEA Office, 7400 W. Augusta, River Forest, Ill.

IF YOU WANT TO BE THERE

Plans are already under way for the 1962 LEA-NLPTL convention. Place: Concordia Teachers College, River Forest. Dates: Aug. 5–6–7, 1962. Occasions: The 20th LEA convention, the 10th NLPTL convention.

We would like to welcome the various graduation classes of any vintage to make use of the LEA banquet as their reunion. A few years ago we had the honor of having with us more than a dozen men from the class of 1907, celebrating their 50th year of teaching. Convention plans usually include provision for more banquet tickets. If your class would like to attend, be sure to notify the convention chairman in ample time.

The core convention committee is made up of three appointed members from the LEA Board and three from the NLPTL Council. The chairmanship of the convention committee is alternated between the two organizations. In 1962 the NLPTL will sup-

ply the chairman. Members of the LEA are urged to suggest topics for the LEA sectional meetings, either through their LEA district key man or through the LEA president, Donald Behnken, 925 Elgin, Forest Park, Ill.

LEA DISTRICT KEY MEN

A little more than a year ago the LEA Board began to reach out into the districts through permanent district key men. We hoped to have key men in districts with 100 teachers or more and/or 30 schools or more. The executive official in charge of education in the district was asked to select or appoint a permanent man.

To date we have representatives in 16 districts. Two more districts fall within the category of number of teachers and/or schools. When all 18 are working, we shall be in touch with 84% of all Lutheran schools and 87% of all Lutheran teachers.

On Aug. 5 and 6, 1961, a workshop with nine key men present was conducted at the Senior College, Fort Wayne, Ind. This was just prior to the annual convention. At the workshop the following were present to study the function and service of the LEA: Walter P. Timm (Central), Walter Bartels (Colorado), A. B. Kirchhoff (Kansas), Dr. S. J. Roth (Michigan), Paul Koschmann (Minnesota), Lewis J. Kuehm (Northern Illinois), Wilfred E. Jiede (North Wisconsin), Louis W. Reins (Southern Illinois), Arthur Bangert (Southern Nebraska), Donald Behnken (LEA president), Ralph Reinke (LEA financial secretary)

Many concerns were expressed over the need for strengthening our Lutheran teaching profession and for enlarging the LEA membership. The key men listed the materials they needed to promote the association in their districts. Topics for future research and future yearbooks were also given attention. For the first time, the LEA Board and its "arm" in the districts were able to sit down and work over areas of need and concern.

As part of phase two of the "Key Man Program" the next group of districts that might be eligible for a permanent key man are the following: Eastern, Florida-Georgia, Iowa East, Iowa West, Northwest, Southern.

FUNDS FOR RESEARCH FROM . . ?

More than once the work of the LEA has been limited by insufficient funds. In an effort to secure more funds for research, all district and local teachers' conferences have been invited to direct surplus teachers' conference moneys to the LEA and earmark them for research. These are some of the districts that have responded: Northern Indiana Teachers, Iowa East Teachers, Northern Illinois Teachers, Chicago Lutheran Teachers.

If you are concerned, please suggest to your teachers' conference that an amount be forwarded from your conference funds or special service collection. Rather than allow moneys to be idle, put them to work for the teaching profession.

Editorials

THE MECHANICS OF CONTEMPTORARY EDUCATION

Contemptorary education is a current, classical process involving clearly structured teacher activities. The initiating stimulation is prescribed in terms of exact dimensions. Once the student has responded, the teacher scans her memory drum for the appropriate counterresponse. The counterresponse, having been put into practice, brings about the middle phase of learning, which follows a predetermined, situationally oriented framework of apropos procedures. The culminating activities result in the precisely predicted end product (hereafter designated as some kind of child).

The mechanics of contemptorary education are similar to Leibnitzian, Laocoonish classical art in which all the rules of the process have been investigated, chronicled, and molded into a rigid, stimulus-bound collection of pedagogical dogmas and doctrines. Contemptorary education is like classical chess. Two people sit facing each other in a specially constructed room (like teacher vs. student in a classroom). It does not matter who is black or who is white (except in certain isolated and insulated areas). It does not matter who wins or who loses. The purpose of chess and contemptorary education is to produce a series of intricate and wonderful openings, counterresponses, scintillating gambits, and sparkling replies.

At this point a question should arise. The process of education is seemingly quite similar to a creative act, which cannot be effectively verbalized. How is it possible that such a free-flowing, creative discipline can be subjected to an authoritarian and rigid rationale? How is it possible that a discipline which is basically romantic can be compartmentalized into classical categories? The answer rests with spectators who foster rigid rules of contemptuous (rather, contemptorary) education.

The spectators in education are like the spectators in chess. They actively serve while waiting. They sit on the side lines, hopefully watching for a nicely executed game. They do not care who wins. Their function is to get in on the act. This is accomplished either by offering an analysis of the game, by giving a prediction of the next move, by sprinkling moral encouragement, by frowning in disapproval, or by smiling in approval. In education, as in chess, there are two kinds of spectators: the Kibitzer and the Tisktisker. In education, the

Kibitzers sometimes are called principals, preachers, parents, and school-board members. The Tisktiskers (behaviorally defined as those who say "tsk tsk" as the game unfolds) quite often are labeled (more by grace than by works) psychologists, education teachers, sociologists, theologians, scientists, mathematicians, etc.

The classical game begins when a new student enrolls in the beginning teacher's class. The teacher, perhaps from insecurity or perhaps to give the impression that the right thing is being done by asking what is the right thing to do, engages in consultation with the Kibitzers and the Tisktiskers about the child. (The interchange may occur through any number of pressure-group meetings, e. g., Orientation Classes, Parent-Teacher Association meetings, School Board meetings, etc.)

Having raised the question about the new child, the Keeper of Discipline, Academic Standards, and Closet Keys tells the beginning teacher that when the game is played, she should make certain not to stir up controversy by introducing new ideas. (Anything which costs money is controversial: it's materialistic, you see.) The Keeper of Gowns (white in summer; black in winter; colors for variation and tradition), having studied theology for several years, is the expert on education. This is recognizable by his use of conflicting clichés. He will tell the beginning teacher concerning a particular older, slow-learning child in the classroom: "Never too old to learn." Concerning the same slow-learning child in his confirmation class who is slow to succeed, and whose mother is applying pressure, he will solemnly pronounce: "You know that ancient educational adage, 'You can't teach an old dog new tricks.'" So the Keeper of the Gown and the Cliché moves on. To one parent he says in one situation, "You can't make a silk purse out of sow's ear"; to the tailor of his gowns, "Clothes make the man." Behaviorally, he may be recognized when he utters pompously, "There is nothing new under the sun; no, nay and verily, no, not one." And for him this is most certainly true.

The Keeper of the Peace, behaviorally defined as the school board member having the attitude that the professional (the teacher) is never as good as the amateur (the parent), will tell the teacher that he has an obligation to the constituents. His motto is: "Every child is a perfect child." During the year, Perfect-Child Conferences will be sponsored. He tells the beginning teacher to soft-pedal the "sin" pitch and follow the golden rule of life: every child needs to be given the best possible education without studying for it. The Keeper of the Kid heartily agrees with the perfect-child concept and readily keeps the Keeper of the Peace in office.

The Tisktiskers will surround the beginning teacher with all kinds of additional concepts related to current teaching movements. The Keeper of the Inkblot will stress the organismic child, the creative child, the existential child, the Gestalt child. The Keeper of the Blackboard will underscore the need for the whole child, the unique child, and the gifted child. The Keeper of the Sociograms will stress the social child, the responsible child, the family-and-

marriage child. The Keeper of the Kingdom's Keys will intone about the sinful child (Be sure to beat the devil out of him) and the called child (Love him to death). The Keeper of the Cyclotron and the United States Navy will objectively renounce the liberal arts child as being transformed into the limp-wristed child. He wants to see the orbiting child. (The faster we can eliminate the human factor, the more quickly we can approach truth.) Thus will the Tisktiskers talk in conference with the Keeper of the Grade Book.

At the conclusion of the lengthy brain-storming consultation with the novice teacher, when it has been concluded that what is needed is a non-studying, yet learning child; a sinful, yet perfect child; a Gestalt, yet gifted child; a liberal arts, yet orbiting child; an organismic, yet starred child; a creative, yet socially responsible child; a correctly answering, yet existential child; the Keeper of the Typewriter walks in and says: "Aw, cut the gab. The kid's mother pulled him out two hours ago, muttering something about wanting a learning child."

W. E. PENK

TAKE TODAY'S CHILDREN

Scan the crowd and you'll probably agree that most children are more mature, more interested in their surroundings, and more responsible than we were a generation or two ago. But the big question is: Will they stay this way or (we hope) improve on their *status quo* with the treatment they get? One of the basic problems of today's children is that in a world which day by day requires more and more, we, the parents and other adults, are honoring them for LESS and LESS.

Kindergarten graduations have become commonplace. Why do we have them? Because of accomplishments? No! Their apparent purpose is to entertain the parents. They find it amusing to watch the antics of their offspring: Joe tripping over a shoelace, Debbie giggling the whole time, Sue forgetting to move her tassle. And don't think the little ones involved don't eat it up and keep begging for more unearned attention.

A rhythm band is marvelous both for teaching the rudiments of music and as a pastime in preschool and kindergarten, but should there be a concert? Must grade school athletics be public exhibitions? The list of attention-getters culminates in graduation from elementary school. By this time children are so well indoctrinated in expecting much that they require (not wish for or ask for) lipstick, hose, and high heels for the girls besides suits all around. Here, of course, our daughters are more involved, and one is reminded of a group of youngsters playing "dress-up" as they clatter and totter across the stage to be handed a hard-earned diploma.

Is it any wonder that today's children are too often arrogant? Is it any wonder that they expect a great deal of recognition for a minimum of effort? Is it any wonder that they seem to feel that they have the world under control? Today's children come from a long line of former children. Have we failed by honoring them too much for too little?

IRENE E. KIRCH

LET'S STOP SHOUTING PHONICS

Yes, let's stop *shouting* phonics; let's quietly call them by name and put them in their place. Phonics *do* have their place in the reading program. Evidence that they are a panacea or even of significant help is difficult to establish.

This writer has seen and worked with reading failures who had years of phonetic training, yet they remained severely retarded readers. Reading is a reaction of the entire being to the printed page. It is a holistic phenomenon. The most careful eye-movement studies have shown, moreover, that we do not look at individual letters and sounds when we read. We look at words, phrases, and parts of sentences – at least the more competent readers do. Sometimes children who have reading difficulties seem to get more help from the spelling than from the phonic approach. Apparently spelling helps them to apprehend the contour of words.

One of the most severe criticisms of our schools is that they fail to teach reading properly and effectively, because as many as 25 per cent of the children are retarded or nonreaders. Recently a columnist in a metropolitan newspaper again shouted "Phonics" and described the readers built on the "Look and Say" method as "deadly dull." These criticisms usually imply that we did better in the old day when reading failures were almost unknown.

In the foregoing criticisms there are three basic fallacies. First of all, the old curriculum was a *memoriter* structure. The printed material was less than today, the books were small, and there was much aural learning, that is, much talking by teachers. The child could memorize the material, and reading was not so much reading as reciting. (Incidentally, the word "recitation" was a much-used term, and it is a descriptive word of the process.) Today we have larger books, we have many more of them, and teachers know that merely "telling the child" has severe limitations.

Secondly, if a child didn't do well in school, he dropped out at the age of twelve or fourteen. In 1890, for example, one could count the total high school enrollment in our country by the thousands. Today there are millions; and many of them are in high school, not because they want to be there, but because they have no other place to be. That there should be more reading failure is inevitable. Let's stop shouting:

Phonics, phonics!
Then we could speed
Up our space program.
Phonics, phonetics, phonics!
Now let's see which
Is the magic word.

But there is a third and even more complex problem. The child learns to speak at about the end of his first year of life. By the time he is six years old he may speak as many as 10,000 running words a day. By the time he

enters school he may have a speaking vocabulary of some 3,000 words and a meaning vocabulary of twice that number. While there always will be children who read before entering school, normally the child's recognition or sight vocabulary may be no more than five or ten words. That is, he may recognize as few as five words in script or print, but he may recognize 5,000 words he hears. Reading is a complex process, and its teaching requires patience and a high degree of skill. The following methods (with subdivisions) have been proposed for beginning reading:

1. Context reading (Some call it "See and Say")
2. Phonics
3. Experience-centered reading

Sometimes parents add a fourth method in desperation, namely, the recitations of the A B C's.

Mature and experienced teachers will generally use a combination of the three methods. Context reading alone, while favored by the eye-movement studies, may lead to guessing and inaccurate reading. Phonics alone may lead to a laborious reading process. The experience-centered approach has creativity and originality in its favor. A combination of the three approaches appears to have advantages which any single method does not have. The proficient teacher will emphasize the one or the other as the needs of the individual child arise.

Retarded readers may gain most from writing their own material for a time. When writing is combined with proofreading of what has been written, this approach appears to be effective, especially when the child is jittery, nervous, flighty, and generally hyperactive (or emotionally disturbed, as our popular phraseology has it).

In the context of reading methodology, the criticism of teachers is frequently made that they are generally dull people. The columnist quoted above called the low (or at least limited) ability of teachers one of the "ghastly errors" in our educational system. He also implied that if we paid teachers better, we would have more intelligent and better teachers. World War II test data are cited to show that teachers rate lower in intelligence than other professional or liberal-arts groups. Here again several erroneous conclusions have been drawn.

In the first place, the differences between teachers and other groups were not large. Secondly, there are teachers colleges which draw students who are comparable in national tests of abilities and achievement with liberal-arts students generally.

Even more important, the test scores of teacher candidates are spread over the entire range of percentiles. That is, they are not lumped in the lower percentiles. There are many highly intellectual and talented persons in the teaching profession. Phi Beta Kappas and honor students are among them. Eminent scholars are constantly being drawn from the teaching profession.

Finally, tests are at present popular instruments with which to select the talented. But until tests are more valid, one may well question their present wide usage for classification purposes.

The annual turnover in the teaching profession is a much more serious problem than a lack of intelligence. Whether higher salaries would do much to alleviate the situation is entirely a matter for speculation. Who knows? More money for teachers might also bring in more sharpies and phonies. The single greatest cause for the turnover is marriage and family responsibilities.

Those who train teachers are constantly concerned with the improvement of their training programs. But here we face another serious handicap. The basic training period is not long enough. Teachers themselves are the first to admit that there is much room for improvement.

Meanwhile let's respect the teachers we have, and let's stop shouting phonics and avoid such implications as dull and stupid. If phonics were the only or the main problem involved in preparing reading teachers, the process would be simple – too simple. Because reading is a holistic process, reading instruction will remain one of our most difficult instructional arts.

Finally, those who are so critical of teachers might well examine their own motives. They may be pouring out bottled-up emotions having their source in frustrations and aggressions remaining from their infantile feelings and experiences. The more-or-less helpless teacher is the one person nearest at hand on whom such aggressive emotional outbursts can be projected. And since many people have similar hidden resentments, criticism of teachers and teaching finds immediate and widespread approval. Along with this people may easily seek the solution in such relatively simply methodology as phonics, for example.

ALFRED SCHMIEDING

THIS AND THAT

* Rumor has it that the important degree for a college graduate is the degree to which he is willing to work.

* *Joyfully Sing*, the first book in Concordia's Music Education Series, is just cause for doing exactly what the title says. An annual expenditure of $30,000,000, the cost of operating our Lutheran elementary schools, should urge the production of the finest material at an accelerated rate. If children are to be trained in a Christian atmosphere, the textbooks should contribute their part.

* Some place I read that there are two kinds of failures – those who thought and never did, and those who did and never thought.

* I just can't think of a punishment severe enough for the wedding soloist who appears two minutes before the bride marches in and expects the organist to sight-read a number in six sharps designed for piano accompaniment. Perhaps the organist ought to have several weird numbers conveniently available and demand that the soloist sing one at sight.

H. H. G.

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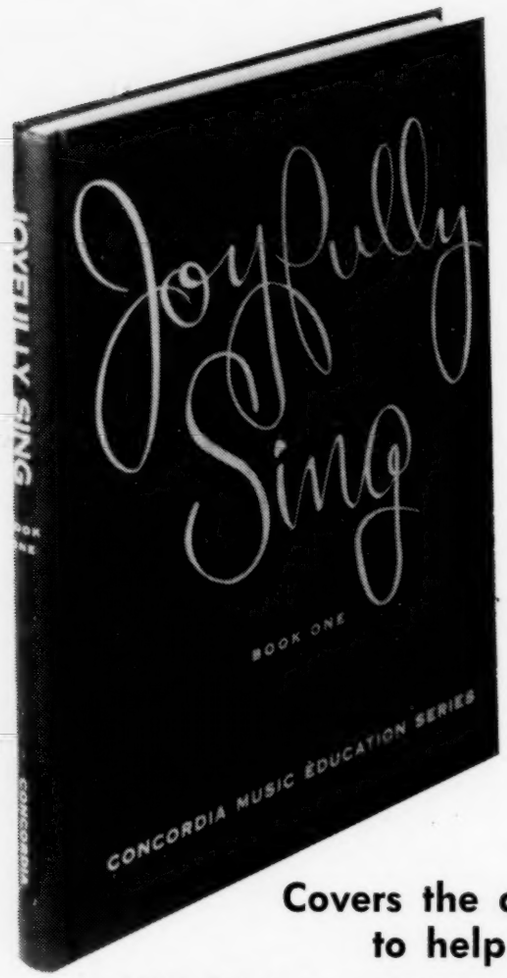

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